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ABSTRACT

This compendium provides information about 29 three-year teacher education projects, funded by the Department of Education in 1985. The projects seek to demonstrate that research utilization and sound practice can improve the preparation of teachers. The projects were developed and are operating collaboratively with local schools. Each has a documentation and assessment component that serves to measure program implementation and outcomes. Each entry in the compendium provides common information about the project: (1) level of schooling; (2) program length; (3) program focus; (4) program components; (5) special features; (6) program orientation; (7) target group; (8) primary research base; (9) program content; (10) instructional processes; (11) features of the project's collaboration with schools; (12) features of the project's work within the university; (13) intended outcomes; (14) products; and (15) contact person. The report is divided into five sections reflecting the scope of the projects: (1) comprehensive preservice teacher preparation programs; (2) intensive graduate teacher certification programs; (3) programs for first year teachers; (4) components of preservice teacher education programs; and (5) field settings that support teacher development. (JD)

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ED298079

A COMPENDIUM OF

INNOVATIVE TEACHER EDUCATION PROJECTS

The NETWORK Inc.

ANDOVER, MASSACHUSETTS

SP 029 895

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A COMPENDIUM OF

INNOVATIVE TEACHER EDUCATION PROJECTS

December 1987

A Product of

The NETWORK, Inc.

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INTRODUCTION

Interest in improving the quality of teaching has rarely been as high as it is today. Although it manifests itself in a number of different areas, teacher education has received a substantial amount of attention. While there are certainly a number of high quality programs for teacher candidates across the country, in general teacher education has not done a very comprehensive or systematic job of incorporating into its programs the wealth of research and practice-based knowledge that is available. Furthermore, even when this knowledge is used to design teacher education program content and processes, there are few instances where attention is given to assessing and analyzing outcomes. As a result, we have little information about what a high quality, effective teacher education program looks like.

In 1985 the U.S. Department of Education funded 29 three-year teacher education projects whose primary goal was to demonstrate that the use of knowledge gained through research and sound practice could significantly improve the preparation of teachers. The projects have three common characteristics: they are based on the findings of current research in a variety of areas related to teacher education; they were developed and are operating collaboratively with local schools and other components of the university; and they have a documentation and assessment component that serves to measure program implementation and outcomes. Programmatically they vary widely from technology-based training materials for learning about effective teaching behaviors; to incorporating reflective inquiry activities throughout a teacher education program; to developing clinical supervision skills in cooperating teachers and principals; and to alternative certification programs for non-education majors and "career-switchers" from other professions.

This compendium contains descriptions of the twenty-nine projects. It seeks to provide the reader with sufficient information to make preliminary judgments about which projects are of interest, and to stimulate and encourage pursuit of additional information directly from the projects.

Format

Each entry in the compendium provides common information about the projects:

Descriptors. In the right and left margins of each entry are a number of descriptors that guide the reader to projects of interest. Descriptors include:

- the level of schooling served by the project
- the length of time participants (e.g., preservice teachers) are involved with the project
- the phase of teacher preparation on which the project focuses
- the components or parts of the project that stand alone and that constitute what has been revised or added to the teacher education program

- o any special features of the project, including particular curriculum areas and student populations
- o the primary target group
- o the primary research base(s) on which the project is founded

Program Content. This section describes the general purpose of the project, the content it seeks to deliver, and the knowledge base it has incorporated.

Instructional Processes. This section describes the processes used by the project to deliver the content and the procedures and structures developed by the project to enhance teacher education.

Features of the Project's Collaboration with Schools. While each project is required to collaborate with school districts, how this occurs and what it involves varies widely. This section describes structures such as councils and boards that have been established and discusses ways in which practicing educators contribute to both the design and operation of the project.

Features of the Project's Work within the University. This section describes ways in which the project goes beyond the boundaries of the school or department of teacher education to work with other faculties or organizational units in the university, and how this work contributes to the project's design and operations.

Intended Outcomes. Projects are all required to articulate and then assess the specific outcomes they believe will result from their efforts. This section describes who will be affected by the project and what knowledge, skills, behaviors, attitudes, etc. will result.

Products. Projects are producing a wide variety of products as a result of their work. Products described in this section include syllabi, procedures, manuals, assessment instruments, research syntheses and analyses, technical reports, and course materials using a variety of media.

Section Divisions

In an effort to make this compendium more accessible, we have divided it into five sections that reflect the scope of the projects. These sections are:

Comprehensive Preservice Teacher Preparation Programs
Intensive Graduate Teacher Certification Programs
Programs for First Year Teachers
Components of Preservice Teacher Education Programs
Field Settings that Support Teacher Development

As with all classification schemes, a few projects do not fit clearly in one section. When this is the case we have chosen the one section that best represents the project. We rely on the reader to use the descriptors in the margins to understand the project's other dimensions.

SECTION I

Comprehensive Preservice Teacher Preparation Programs

These projects constitute entire preservice teacher preparation programs. They all incorporate professional studies and student teaching; some include liberal studies as well. All are undergraduate programs, although a few include graduate study (e.g., a five-year program, a MAT program).

THE EXTENDED ELEMENTARY TEACHER EDUCATION PROGRAM (EETEP)

LINCOLN, NEBRASKA

A five-year program for the initial preparation of elementary school teachers with enhanced liberal arts, field experiences, and research integration.

Level of Schooling

- ☐ Early Childhood
- ■ Elementary
- ☐ Secondary
- ☐ Other: _____

Program Length for Participants

- ☐ One Semester
- ☐ One Year
- ☐ Two Years
- ■ More Than Two Years
- ☐ Ongoing

Program Focus

- ■ Professional Studies
- ■ Liberal Studies
- ■ Student Teaching
- ☐ First Year of Teaching
- ☐ Alternative Certification
- ☐ Other: _____

Program Components

- ■ Revised Course Content
- ■ Revised Course Process
- ☐ Cooperating Teacher/ Mentor
- ☐ Demonstration School/ Classroom
- ☐ Recruitment/Selection
- ☐ Assessment System
- ☐ Other: _____

Program Content

Based on research on effective teaching and teaching in the content areas, the curriculum for the five-year program has two components. The liberal arts component provides both a liberal education and the understanding of fields of study essential for an elementary teacher. Students take over 25% more credit hours, are restricted in their choice of coursework, and complete either a major or two minors, at least one of which is in an area taught in elementary schools.

The professional education component is an integrated, carefully sequenced set of courses and field experiences that begin in the student's first semester and continue throughout the program's five years. Three semesters of field experiences are integrated with redesigned foundations courses in human development, educational psychology, and educational foundations. Curriculum and methods courses are organized into two blocks: reading and language arts; and mathematics, science and social studies. A new course in human and material technologies has been added. Most are taught in schools and have their own field experiences. During the fifth year, the preservice teacher participates in a one-semester graduate internship with an internship seminar, and a second semester of related graduate coursework.

Instructional Processes

Preservice teachers work through a series of carefully designed and controlled lectures, discussions, case studies, laboratory, and field experiences. During the three semester-long practicum courses, they spend six hours at a school site each week, five hours in the classroom and one in seminar. They experience a wide variety of school settings with a range of school populations. By the conclusion of the third semester of field experiences, they have been in two schools, three grade levels, special education and gifted education classrooms, and at least one other setting (e.g., rural school, large urban school, private or parochial school). For each of their experiences they have observation and interaction tasks, describing their experiences in journals which serve as the basis for discussion in the seminars.

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Features of the Project's Collaboration with Schools

From the project's inception, district administrators from the Lincoln Public Schools have served on the EETEP planning committee. Participating in subcommittees as well, they establish links between the program staff and school administrators and teachers. Four representative teachers and one principal work with project staff on the development of the practica component and the related coursework. Four Lincoln Public Schools that serve as site schools work closely with university staff to coordinate the conduct of the field experiences and supervision of the preservice teachers.

Features of the Project's Work Within the University

The EETEP planning committee has members from various departments within the College of Education, as well as representatives of the Arts and Science faculty. The committee is responsible for overall direction of the program, and for acting on the recommendations of subcommittees that actually design and conduct the new components of the teacher education program.

The EETEP program is also closely linked to two other university efforts: a special research-based graduate program to prepare teacher educators and a research program focused on learnings from EETEP.

Intended Outcomes

As a result of participation in this program, the preservice teacher will have a broad knowledge base of pedagogy and its underlying research base; the ability to link professional education content and content knowledge to classroom practice; and skills in classroom observation and analysis, planning and management, and pedagogy.

Products

The primary product of this project is a comprehensive curriculum with corresponding field experiences for a five-year teacher preparation program.

Special Features

- ☐ Technology Focus
- ☐ Science Focus
- ☐ Multicultural
- ☐ Urban
- ☐ Rural
- ☐ Other: _____

Program Orientation

- ☐ Problem Solving/ Reflective Inquiry
- ■ Teaching Skill Development
- ☐ Teacher Decision Making
- ☐ Supervision
- ☐ Other: _____

Target Group

- ■ Preservice Teachers
- ☐ Beginning Teachers
- ☐ Insevice Teachers
- ☐ College Faculty
- ☐ Principals

Primary Research Base

- ■ Teacher Effectivenss
- ☐ School Effectiveness
- ☐ Cognitive Science
- ☐ Adult Development
- ■ Teacher Knowledge
- ☐ Professional Development
- ■ Teacher Education
- ☐ Training
- ☐ Other: _____

INCORPORATING RESEARCH BASED TEACHING SKILLS INTO A FIELD BASED SECONDARY TEACHER EDUCATION PROGRAM

MILWAUKEE, WISCONSIN

A secondary teacher education program emphasizing systematic teaching and classroom management skills through integrated field experiences.

Level of Schooling

- ☐ Early Childhood
- ☐ Elementary
- ■ Secondary
- ☐ Other: _____

Program Length for Participants

- ☐ One Semester
- ☐ One Year
- ■ Two Years
- ☐ More Than Two Years
- ☐ Ongoing

Program Focus

- ■ Professional Studies
- ☐ Liberal Studies
- ■ Student Teaching
- ☐ First Year of Teaching
- ☐ Alternative Certification
- ☐ Other: _____

Program Components

- ■ Revised Course Content
- ■ Revised Course Process
- ■ Cooperating Teacher/ Mentor
- ☐ Demonstration School/ Classroom
- ☐ Recruitment/Selection
- ☐ Assessment System
- ☐ Other: _____

Program Content

This project incorporates learnings from the research on effective teaching and classroom management into a more field-based approach to preparing secondary level teachers. This is done through coursework and field experiences required of preservice teachers. The pre-education field experience/colloquium focuses student observations on teacher-pupil interactions. Instruction in explicit teaching is integrated into secondary methods courses. A course on classroom management is part of the seminar that accompanies student teaching, beginning before the actual student teaching experience to prepare students for entrance into the classroom. Cooperating teachers are offered courses in research based teaching skills, classroom management and coaching, to create a supportive environment in which prospective teachers can learn and practice teaching behaviors. Other required teacher education courses, including those on student evaluation and learning and development, have incorporated field experiences into their syllabi. Teacher education faculty have opportunities to learn research based teaching skills and are supported in their efforts to field-base their courses. In addition, the concept of "professional development schools" is being explored through work in one Milwaukee high school.

Instructional Processes

The processes used to incorporate research based teaching skills and field experiences depend on using research reports and syntheses, case materials, and demonstration and practice opportunities in laboratory and classroom settings. Video tapes of actual teaching are used for instruction in explicit teaching and classroom management skills.

Features of the Project's Collaboration with Schools

An Advisory Group including teachers and administrators from several collaborating school districts reviews and critiques workshop and course syllabi and other activities associated with the project. It also helps project staff explore the

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development of professional development schools. Cooperating teachers play a key role, engaging in workshops and providing observation settings, coaching and support for prospective teachers. Finally, the project works closely with one high school where intensive field-based coursework takes place.

Features of the Project's Work Within the University

The School of Education recently created a Center for Teacher Education with responsibility for all teacher education programs in the school and with the aim of promoting substantial program and curricular change in teacher preparation programs. Project staff are in key positions in the Center, fostering large amount of coordination. The project's work provides a foundation for the developmental work of Center faculty, especially regarding the curriculum and professional development schools.

Intended Outcomes

As a result of their experiences in the revised teacher preparation program, preservice teachers will know research based effective teaching strategies and will have positive attitudes about teaching. In addition, they will demonstrate mastery of explicit teaching and classroom management skills, and they will use these skills appropriately. Teacher education faculty will know of and have positive attitudes about research based effective teaching strategies. Cooperating teachers will know, have positive attitudes about, and demonstrate effective teaching and coaching skills; the prescriptions they provide for their student teachers will reflect their understanding and commitment to research based teaching.

Products

The primary product is a set of course and workshop syllabi for prospective and cooperating teachers that incorporates research based teaching skills and field experiences.

Special Features

- ☐ Technology Focus
- ☐ Science Focus
- ☐ Multicultural
- ☐ Urban
- ☐ Rural
- ☐ Other: _____

Program Orientation

- ☐ Problem Solving/ Reflective Inquiry
- ■ Teaching Skill Development
- ☐ Teacher Decision Making
- ■ Supervision
- ☐ Other: _____

Target Group

- ■ Preservice Teachers
- ☐ Beginning Teachers
- ■ Insevice Teachers
- ■ College Faculty
- ☐ Principals

Primary Research Base

- ■ Teacher Effectivenss
- ☐ School Effectiveness
- ☐ Cognitive Science
- ☐ Adult Development
- ☐ Teacher Knowledge
- ☐ Professional Development
- ☐ Teacher Education
- ☐ Training
- ☐ Other: _____

PREPARING ACADEMICALLY TALENTED STUDENTS FOR TEACHING: AN ALTERNATIVE TEACHER EDUCATION PROGRAM

KENT, OHIO

An individualized, accelerated program for academically talented preservice teachers.

Level of Schooling

- ■ Early Childhood
- ■ Elementary
- ■ Secondary
- ■ Other: Special Education

Program Length for Participants

- ☐ One Semester
- ☐ One Year
- ■ Two Years
- ☐ More Than Two Years
- ☐ Ongoing

Program Focus

- ■ Professional Studies
- ■ Liberal Studies
- ■ Student Teaching
- ☐ First Year of Teaching
- ☐ Alternative Certification
- ☐ Other: _____

Program Components

- ■ Revised Course Content
- ■ Revised Course Process
- ■ Cooperating Teacher/ Mentor
- ☐ Demonstration School/ Classroom
- ■ Recruitment/Selection
- ☐ Assessment System
- ☐ Other: _____

Program Content

This project uses a systematic approach to identify, recruit, and select academically talented university students for a highly personalized teacher education program. The preservice teachers participate in thirty hours of accelerated, individualized coursework and field experiences which have as their core a sequence of research-based seminars. Three seminars, Inquiry into Teaching, Inquiry into Learning, and Inquiry into Schooling, are taken concurrently with practica in which the concepts learned in the seminars are validated. This is followed by a twelve hour internship, which also contains two hours of seminar, and four additional hours that can be flexibly applied. The program incorporates not only extant research on teaching, learning, and schools, but involves preservice teachers in the process of conducting their own research as well. In addition to the thirty-hour professional studies component, the preservice teacher takes a broad background of coursework in the liberal arts.

Instructional Processes

Every effort is made to make instruction research- and inquiry-based. The research seminars are discursive, with a different mode of inquiry for each: sociological for the first seminar, psychological for the second, and the third using critical thinking skills. The field experiences are substantial and sustained, promoting strong relationships among students and their mentors, and emphasizing continual inquiry into teaching/learning/schooling. Each student conducts a research project during the internship.

Features of the Project's Collaboration with Schools

The project has an interinstitutional Planning Council which is responsible for creating and maintaining collaborative structures for project activities. Administrator and teacher representatives from each of the two collaborating school districts serve on the Council.

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In addition, teachers identified as mentors for the preservice teachers for their entire two years. They orient students to teaching, monitor student progress through the professional preparation sequence, present guest lectures at seminars, and act as professional advisors.

Features of the Project's Work Within the University

The interinstitutional Planning Council also involves faculty and administrators from the university, including the College of Education, the College of Arts and Sciences, the College of Fine and Professional Arts, and the Honors College. A subgroup of the Council's university members is charged with recruitment, assessment and selection of teacher education students. University faculty also serve as co-advisors to students with their school-based mentors.

Intended Outcomes

The intention of this project is to produce beginning teachers who are competent in both the art and craft of teaching. Mentors will be better prepared to support the development of teachers, and university faculty to present preservice teachers with research-based information and opportunities for inquiry.

Products

The project's primary products include researched and validated recruitment and selection procedures; mentor selection and training processes and a structure for mentoring preservice teachers; course materials; an instrument to assess student reflection; and a series of research studies on the processes incorporated in the program.

Special Features

- ☐ Technology Focus
- ☐ Science Focus
- ☐ Multicultural
- ☐ Urban
- ☐ Rural
- ■ Other: Academically Talented

Program Orientation

- ■ Problem Solving/ Reflective Inquiry
- ☐ Teaching Skill Development
- ☐ Teacher Decision Making
- ☐ Supervision
- ☐ Other: _____

Target Group

- ■ Preservice Teachers
- ☐ Beginning Teachers
- ☐ Insevice Teachers
- ☐ College Faculty
- ☐ Principals

Primary Research Base

- ■ Teacher Effectivenss
- ■ School Effectiveness
- ■ Cognitive Science
- ☐ Adult Development
- ☐ Teacher Knowledge
- ☐ Professional Development
- ■ Teacher Education
- ☐ Training
- ☐ Other: _____

PREPARING REFLECTIVE TEACHERS: A PROBLEM SOLVING APPROACH

WASHINGTON, DC

A collaborative project to better integrate preservice teacher education with field experiences, emphasizing problem solving skills and reflective inquiry.

Level of Schooling

- ☐ Early Childhood
- ■ Elementary
- ☐ Secondary
- ☐ Other: _____

Program Length for Participants

- ☐ One Semester
- ☐ One Year
- ☐ Two Years
- ■ More Than Two Years
- ☐ Ongoing

Program Focus

- ■ Professional Studies
- ☐ Liberal Studies
- ■ Student Teaching
- ☐ First Year of Teaching
- ☐ Alternative Certification
- ☐ Other: _____

Program Components

- ■ Revised Course Content
- ■ Revised Course Process
- ■ Cooperating Teacher/ Mentor
- ☐ Demonstration School/ Classroom
- ☐ Recruitment/Selection
- ☐ Assessment System
- ☐ Other: _____

Program Content

The project embeds problem solving skills in the preservice curriculum and student teaching so that prospective teachers become more self- directed and reflective about the technical and normative aspects of teaching. Each teacher education course, both campus and field-based, has been revised to incorporate research knowledge on problem solving. Discussion of provocative reading materials, structured observations of students, use of the inquiry approach, journals, exams based on solving problem situations -- these are some of the approaches being used to imbed problem solving in the curriculum.

A major component of reflection has been added to the student teaching semester. University supervisors and cooperating teachers set teacher goals and evaluate problem solving approaches they use in the classroom. Student teachers conduct individualized problem solving activities. Student teacher observation and evaluation instruments reflect the goals of reflection and problem solving.

Problem solving and reflection are also supported in the schools in which preservice teachers have their field experiences. School-based problem-solving groups of teachers and principals identify major problems and use a process of problem analysis and solution identification. This increases attention to the value and processes of reflection.

Instructional Processes

Coursework for preservice teachers incorporates inquiry-oriented strategies, both in readings and field experiences. Student teachers are placed in one of four cooperating schools that are themselves in problem-solving groups. Specific problem solving activities are determined by the university supervisor and the student teacher, and their cooperating teachers are encouraged to help them plan and implement the activities. Weekly seminars for student teachers reflect the added emphasis on using problem solving skills and techniques and give a broader exposure to school-based problems.

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Washington, DC 20064

Features of the Project's Collaboration with Schools

Cooperating schools are represented on the project's Advisory Council. Each of the four cooperating schools also has a Task Force Team of cooperating teachers, university supervisors and faculty, school principals, and preservice teachers. The teams use problem solving approaches to issues in their own schools for the purpose of modeling this skill for student teachers. In addition, cooperating teachers take responsibility for some coursework and related problem solving activities for junior level students.

Features of the Project's Work within the University

The Advisory Council includes faculty from Education and the Departments of English and Mathematics. The Council and others from the university collaborate on incorporating problem solving knowledge, student self-evaluation, and greater collaboration with area schools.

Intended Outcomes

As a result of participation in this program, both preservice and cooperating teachers will be reflective about their practice and able to implement problem solving strategies. University faculty will be active participants in schools where they supervise preservice teachers, and will link the theoretical concepts they teach and to the practical teaching situations their students face. University supervisors will use theory and research in their supervision of preservice teachers.

Products

The project has developed a problem solving examination procedure that combines coursework and practice, and a student self-evaluation instrument and protocol.

Special Features

- ☐ Technology Focus
- ☐ Science Focus
- ☐ Multicultural
- ☐ Urban
- ☐ Rural
- ☐ Other: _____

Program Orientation

- ■ Problem Solving/ Reflective Inquiry
- ☐ Teaching Skill Development
- ☐ Teacher Decision Making
- ☐ Supervision
- ☐ Other: _____

Target Group

- ■ Preservice Teachers
- ☐ Beginning Teachers
- ■ Insevice Teachers
- ■ College Faculty
- ☐ Principals

Primary Research Base

- ☐ Teacher Effectivenss
- ☐ School Effectiveness
- ☐ Cognitive Science
- ☐ Adult Development
- ■ Teacher Knowledge
- ■ Professional Development
- ☐ Teacher Education
- ☐ Training
- ☐ Other: _____

PREPARING TEACHERS TO WORK EFFECTIVELY WITH DIVERSE STUDENTS IN MULTICULTURAL SETTINGS

MADISON, WISCONSIN

A four-semester elementary and middle school teacher education program that prepares teachers to work more effectively in multicultural settings.

Level of Schooling

- ☐ Early Childhood
- ■ Elementary
- ☐ Secondary
- ■ Other: Middle

Program Length for Participants

- ☐ One Semester
- ☐ One Year
- ■ Two Years
- ☐ More Than Two Years
- ☐ Ongoing

Program Focus

- ■ Professional Studies
- ☐ Liberal Studies
- ■ Student Teaching
- ☐ First Year of Teaching
- ☐ Alternative Certification
- ☐ Other: _____

Program Components

- ■ Revised Course Content
- ■ Revised Course Process
- ■ Cooperating Teacher/ Mentor
- ■ Demonstration School/ Classroom
- ☐ Recruitment/Selection
- ☐ Assessment System
- ☐ Other: _____

Program Content

Based on research in multicultural education, adult learning, and school and teacher effectiveness, this project has created several new organizational structures, instructional roles, courses, and area of concentration requirements to provide preservice teachers with the knowledge and skills necessary to work in schools with diverse student populations. Eleven new and revised courses incorporate traditional methods courses, practica, and student teaching with new content in human relations and multicultural education.

Instructional Processes

"Cohort" groups of approximately ten students each remain together for the four-semester program and are assigned to one of three Professional Development Schools for practica and student teaching. In each school, one teacher is Clinical Supervisor for the cohort, a role traditionally played by graduate students. Workshops are provided to school staffs in supervision, staff development, and multicultural program development.

Instructional processes vary. In methods courses, for example, students attend classes two mornings per week and participate in a practicum in the Professional Development Schools during the remaining three mornings. Course assignments and class discussions emphasize collaboration within the cohort groups; school-based seminars, held by the Clinical Supervisors, emphasize mutual deliberation on teaching problems and the search for alternative solutions.

Features of the Project's Collaboration with Schools

A collaboration between the university and the Madison Metropolitan School District, the program's Advisory Committee includes several district administrators, teachers and principals and provides direction to the project. An Overall School-Based Committee of project staff, principals

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and Clinical Supervisors from the Professional Development Schools, university methods instructors, and students attends to operational details such as the placement of students in the schools and with cooperating teachers for their practica. In addition, there is ongoing collaboration among project staff, Clinical Supervisors and methods instructors.

Features of the Project's Collaboration within the University

Faculty from outside the area of elementary education as well as outside the School of Education serve on the Advisory Committee. As members, they provide input into the development and revision of coursework for the program.

Intended Outcomes

As a result of participation in the program, preservice teachers will have a comprehensive and deep knowledge about characteristics of students from culturally diverse communities; appreciate the contributions of schools and curriculum to their development; and be proficient in appropriate pedagogical strategies for multicultural settings. Cooperating teachers and principals/administrators will better understand current research and practice in the areas of multicultural education, teaching, supervision and adult learning, particularly as they apply to preparing teachers to work in culturally diverse settings. Cooperating teachers will be more reflective about their supervisory and pedagogical practice and their work with preservice teachers.

Products

The primary product of this project is a blueprint for an innovative teacher preparation program, including new structures, roles and responsibilities, and coursework.

Special Features

- ☐ Technology Focus
- ☐ Science Focus
- ■ Multicultural
- ■ Urban
- ☐ Rural
- ☐ Other: _____

Program Orientation

- ☐ Problem Solving/ Reflective Inquiry
- ■ Teaching Skill Development
- ☐ Teacher Decision Making
- ■ Supervision
- ☐ Other: _____

Target Group

- ■ Preservice Teachers
- ☐ Beginning Teachers
- ☐ Insevice Teachers
- ☐ College Faculty
- ☐ Principals

Primary Research Base

- ■ Teacher Effectivenss
- ■ School Effectiveness
- ☐ Cognitive Science
- ■ Adult Development
- ☐ Teacher Knowledge
- ■ Professional Development
- ■ Teacher Education
- ☐ Training
- ■ Other: Multicultural Education

PROTOTYPE FOR AUTOMATED TEACHER PERFORMANCE ASSESSMENT

HATTIESBURG, MISSISSIPPI

The revision of a teacher education curriculum in accordance with state-mandated performance criteria, monitored by a computer based system for accountability.

Level of Schooling

- ☐ Early Childhood
- ■ Elementary
- ■ Secondary
- ☐ Other: _____

Program Length for Participants

- ☐ One Semester
- ☐ One Year
- ☐ Two Years
- ■ More Than Two Years
- ☐ Ongoing

Program Focus

- ■ Professional Studies
- ☐ Liberal Studies
- ■ Student Teaching
- ☐ First Year of Teaching
- ☐ Alternative Certification
- ☐ Other: _____

Program Components

- ■ Revised Course Content
- ■ Revised Course Process
- ☐ Cooperating Teacher/ Mentor
- ☐ Demonstration School/ Classroom
- ☐ Recruitment/Selection
- ■ Assessment System
- ☐ Other: _____

Program Content

This project is designed to address a series of state mandates requiring more accountability from teacher education programs. Specifically, teacher training is to be performance-based, focusing on competencies to be demonstrated by first year teachers. To insure competent teacher education graduates, the university revised its teacher education program and adopted a computer-managed program of accountability. Geared to specific performance standards as measured by the Mississippi Teacher Assessment Instruments, the program focuses on teaching, plans, and materials; use of classroom procedures; and interpersonal skills effectiveness. The seven core education courses and the subsequent student teaching experience are based on research on teaching and teacher education. To obtain accurate records of student progress on over 150 different performance descriptors, a computer-managed series of programs has been designed. These programs archive data on each student through the first year of teaching and, in addition, provide a formative assessment for future curriculum revision.

Instructional Processes

The teacher education curriculum is in three stages. The first stage, four core courses, focuses on the knowledge base needed for certification. Stage II includes area-specific methods courses with a practicum emphasizing skill acquisition and training in the Mississippi Teacher Assessment Instruments (MTAI). Students demonstrate mastery at the end of Stages I and II through multiple choice tests. Stage III, student teaching and a follow-up seminar, stresses the development of evaluative and analytic skills. Students are evaluated by trained personnel using the MTAI at the beginning and end of student teaching.

Features of the Project's Collaboration with Schools

An advisory collaborative council of faculty members and local education representatives includes teachers and administrators from four area school districts. Trained in the use of the MTAI, members of this group supervise and evaluate student teachers and play a major role in the

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Hattiesburg, Mississippi 39406

development of the new curriculum and evaluation procedures. Annual training in the MTAI continually increases the number of school people that work with the project.

Features of the Project's Work within the University

Because the teacher education program is spread out across a number of schools within the university, a major objective of the project is to coordinate curriculum revision. A professional core review committee, made up of representatives from the various faculties, has primary responsibility for implementing changes in the teacher education curriculum. They are assisted by a steering committee of department chairs who oversee teacher education, the research advisor, and the director of student training. A group of Deans representing the various schools also advises the curriculum revision. The six different schools involved in teacher education also have representatives on the advisory collaborative council. Many university personnel have been trained to administer the Mississippi Teacher Assessment Instruments.

Intended Outcomes

As a result of participation in the program, preservice teachers will exhibit the teaching competencies measured by the Mississippi Teacher Assessment Instruments. Teacher education faculty and local education agency personnel will be skilled in assessing those competencies. In addition, a new core curriculum, assessment procedures, and computer-based monitoring system will be institutionalized within the university's teacher education program.

Products

The project has three primary products: an integrated curriculum for core content of teacher education; a computer management system to monitor mastery of the content; and a set of measurement procedures for assessing preservice teacher competencies.

Special Features

- [x] Technology Focus
- [ ] Science Focus
- [ ] Multicultural
- [ ] Urban
- [ ] Rural
- [ ] Other: _____

Program Orientation

- [ ] Problem Solving/ Reflective Inquiry
- [x] Teaching Skill Development
- [ ] Teacher Decision Making
- [x] Supervision
- [ ] Other: _____

Target Group

- [x] Preservice Teachers
- [ ] Beginning Teachers
- [ ] Insevice Teachers
- [x] College Faculty
- [ ] Principals

Primary Research Base

- [ ] Teacher Effectivenss
- [ ] School Effectiveness
- [ ] Cognitive Science
- [ ] Adult Development
- [ ] Teacher Knowledge
- [ ] Professional Development
- [x] Teacher Education
- [ ] Training
- [ ] Other: _____

REFLECTIVE INQUIRY TEACHER EDUCATION (RITE)

HOUSTON, TEXAS

A three-semester teacher education program that incorporates reflective inquiry components into integrated academic and field experiences.

Level of Schooling

- ☐ Early Childhood
- ■ Elementary
- ■ Secondary
- ☐ Other: _____

Program Length for Participants

- ☐ One Semester
- ☐ One Year
- ■ Two Years
- ☐ More Than Two Years
- ☐ Ongoing

Program Focus

- ■ Professional Studies
- ☐ Liberal Studies
- ■ Student Teaching
- ☐ First Year of Teaching
- ☐ Alternative Certification
- ☐ Other: _____

Program Components

- ■ Revised Course Content
- ■ Revised Course Process
- ☐ Cooperating Teacher/ Mentor
- ☐ Demonstration School/ Classroom
- ☐ Recruitment/Selection
- ☐ Assessment System
- ☐ Other: _____

Program Content

Based on the acknowledgement that teachers function in complex settings that require complex decision-making activities, this project applies the research on cognition and teacher education to preparing teachers who are analytical and reflective about teaching. The program is organized into three phases. In Phase I preservice teachers are oriented to teaching contexts through coursework and field experiences organized around focal problems related to schools, communities, and teachers. In Phase II preservice teachers critically examine the processes of teaching and learning as they develop skills in curriculum, planning, instructional design, classroom management, and evaluation. In Phase III, students apply the knowledge gained in Phases I and II through student teaching. The Stallings Observation Instrument, a low-inference self-assessment measure, is used to monitor and provide feedback and targeted training to the student teachers on effective teaching strategies. Interpersonal Process Recall (IPR) is used to encourage reflection on both the cognitive and affective dimensions of learning to teach.

Instructional Processes

Throughout the three phases, preservice teachers are engaged in training and experiences which facilitate their reflective and inquiry skills. The focal problems on which much of Phases I and II are based require analysis of the research literature, field research, reflection, decision making, and action. Classroom activities, assignments, and exams require organization and synthesis of ideas and concepts from a variety of fields. Students develop skills in various approaches to data collection and analysis, including ethnography, scheduled observation and interviewing. In Phases II and III students develop teaching skills, progressing from peer teaching situations on campus to conducting lessons and then managing classrooms in school sites.

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Features of the Project's Collaboration with Schools

The field components of all phases were developed collaboratively with participating teachers and administrators during an intensive summer institute. Collectively, the faculties of the 14 schools form a consortium with the university: full partners in the delivery of the program.

Features of the Project's Collaboration with the University

Phases I and II are taught by interdisciplinary teams representing all four departments without the College of Education. Specialists in multicultural education, social foundations, research on teaching, counseling, educational psychology, and teacher education have developed an integrated curriculum that builds on problematic issues related to teaching in complex, culturally diverse environments.

Intended Outcomes

As a result of participation in this program, preservice teachers will know and appreciate research on teaching and learning; demonstrate reflection, inquiry and decision-making skills; and demonstrate effective teaching strategies.

Products

The primary products of this project are a comprehensive syllabus, procedures for implementing the teacher education program, and studies of its impact on pre-service teachers.

Special Features

- ☐ Technology Focus
- ☐ Science Focus
- ■ Multicultural
- ☐ Urban
- ☐ Rural
- ☐ Other: _____

Program Orientation

- ■ Problem Solving/ Reflective Inquiry
- ■ Teaching Skill Development
- ☐ Teacher Decision Making
- ☐ Supervision
- ☐ Other: _____

Target Group

- ■ Preservice Teachers
- ☐ Beginning Teachers
- ☐ Insevice Teachers
- ☐ College Faculty
- ☐ Principals

Primary Research Base

- ■ Teacher Effectivenss
- ☐ School Effectiveness
- ■ Cognitive Science
- ☐ Adult Development
- ☐ Teacher Knowledge
- ☐ Professional Development
- ■ Teacher Education
- ☐ Training
- ☐ Other: _____

RESEARCH APPLICATIONS FOR TEACHING (RAFT)

MISSISSIPPI STATE, MISSISSIPPI

A model curriculum for the preparation of teachers structured around findings of research on effective teaching and effective schooling.

Level of Schooling

- ☐ Early Childhood
- ☐ Elementary
- ■ Secondary
- ☐ Other: _____

Program Length for Participants

- ☐ One Semester
- ■ One Year
- ☐ Two Years
- ☐ More Than Two Years
- ☐ Ongoing

Program Focus

- ■ Professional Studies
- ☐ Liberal Studies
- ■ Student Teaching
- ☐ First Year of Teaching
- ☐ Alternative Certification
- ☐ Other: _____

Program Components

- ■ Revised Course Content
- ■ Revised Course Process
- ☐ Cooperating Teacher/ Mentor
- ☐ Demonstration School/ Classroom
- ☐ Recruitment/Selection
- ☐ Assessment System
- ☐ Other: _____

Program Content

The core of the program is five instructional modules developed for use in the training of teachers across all levels of schooling and across the content areas. The modules assist students to develop competencies in 16 performance areas with over 150 performance indicators specified by the State Department of Education for meeting certification requirements. Used in lieu of three traditional methods courses, the modules are in the areas of research foundations for effective teaching, classroom management, classroom interactions, evaluation of instruction, and instructional planning and implementation for rural youth. Developed in a competency-based format, the modules use a wide variety of formats through which preservice teachers develop the new skills and knowledge.

Instructional Processes

The instructional program has two compoments: the use of the modules and student teaching. Preservice teachers proceed through the modules at their own pace, using pre- and post-tests to determine how much of each they need and when they can go on. Use of the modules includes reading and discussing research; observing applications of research to classroom situations; developing competencies in review of research findings and in selected teaching skills and strategies; assessing their own attitudes and behaviors in areas associated with effective teaching; and practicing their instructional skills in real classrooms. Active training components include videotaping students' performance, observations of demonstrated teaching, simulations, and working with students in regular classroom settings.

The restructured program also incorporates student teaching in an expanded 12-week experience with close supervision for the development of selected teaching competencies.

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Features of the Project's Collaboration with Schools

Teacher representatives from the six school districts serve on the project's Advisory Committee, providing feedback on field-related aspects of the program. Two teachers from public schools meet regularly with the Curriculum Steering Committee to support the development of the content of the modules.

Features of the Project's Work Within the University

Faculty from across the university play an integral part in the project's work. The Curriculum Steering Committee, with faculty representatives from each of departments offering teacher education programs at the university, created the Core Curriculum. At each stage they received feedback from department level groups. Because the curriculum is for implementation throughout the College of Education, the project has played a unique role in working across departmental lines.

Intended Outcomes

Upon completion of the new teacher education program, preservice teachers will demonstrate a variety of new knowledge, performance behaviors, and attitudes and beliefs related to the research on effective teaching and schooling. These outcomes have been specified in detail in the instructional modules, and their validation is incorporated in the evaluation design for the project.

Products

The primary product of this project is a set of five instructional modules that form a core curriculum for preparing teachers using the results of teaching and schooling research.

Special Features

- ☐ Technology Focus
- ☐ Science Focus
- ☐ Multicultural
- ☐ Urban
- ■ Rural
- ☐ Other: _____

Program Orientation

- ☐ Problem Solving/ Reflective Inquiry
- ■ Teaching Skill Development
- ☐ Teacher Decision Making
- ☐ Supervision
- ☐ Other: _____

Target Group

- ■ Preservice Teachers
- ☐ Beginning Teachers
- ☐ Insevice Teachers
- ☐ College Faculty
- ☐ Principals

Primary Research Base

- ■ Teacher Effectivenss
- ■ School Effectiveness
- ☐ Cognitive Science
- ☐ Adult Development
- ☐ Teacher Knowledge
- ☐ Professional Development
- ☐ Teacher Education
- ☐ Training
- ☐ Other: _____

REVISION OF TEACHER EDUCATION PROGRAMS IN A LIBERAL ARTS CONTEXT

PORTLAND, OREGON

A revised teacher education program organized around liberal arts and professional studies.

Level of Schooling

- ☐ Early Childhood
- ■ Elementary
- ■ Secondary
- ☐ Other: _____

Program Length for Participants

- ☐ One Semester
- ☐ One Year
- ■ Two Years
- ☐ More Than Two Years
- ☐ Ongoing

Program Focus

- ■ Professional Studies
- ■ Liberal Studies
- ■ Student Teaching
- ☐ First Year of Teaching
- ☐ Alternative Certification
- ☐ Other: _____

Program Components

- ■ Revised Course Content
- ■ Revised Course Process
- ■ Cooperating Teacher/ Mentor
- ☐ Demonstration School/ Classroom
- ☐ Recruitment/Selection
- ☐ Assessment System
- ☐ Other: _____

Program Content

Part of an effort within the college to revise the teacher education program, this project incorporates current research in teacher education into the new program. The existing undergraduate preservice program and the Masters of Arts in Teaching (MAT) program are under the auspices of this project, but emphasis is on the new preservice MAT program. The five quarter (60 quarter hour) MAT program is designed around a core of liberal arts courses as well as a core of professional education courses. Courses meet state requirements for competency-based teacher training programs and incorporate research in classroom management, teacher education, and language arts instruction.

Instructional Processes

The program has both classroom-based and field-based experiences, with an introductory seminar and a concluding seminar. The liberal arts core accommodates teacher candidates who major in fields other than education. The education core includes coursework in the purposes of schooling, student development and learning, classroom pedagogy, and curriculum planning. Each course includes a field experience and is taken concurrently with another education source. Students have a notebook outlining the program philosophy and the major knowledge and skills incorporated in it. Each term they assess their progress and describe the processes involved.

Features of the Project's Collaboration with Schools

The program's Consortium, a required component for Oregon teacher training institutions, is comprised primarily of public school personnel. It is an advisory body, reviewing certification plans and making recommendations about program functioning and development. School personnel also comprise the majority of the Preservice Planning Committee. This group provides direction and input to the program. Practitioners collaborate with the project in other ways. They served on research teams with college faculty, examining

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the relevant research and recommending curriculum and instructional practices for the program. They also team teach with college faculty and serve as mentor teachers in the field based components of the program. In addition, one local district has a half-time personnel position to coordinate student placement, supervision, and student seminars for the two certification programs.

Features of the Project's Work within the University

With the new Graduate School of Professional Studies and a commitment by the college to coordinate teacher education, committees have been created and charged with different tasks in revision teacher training. Faculty who sit on these committees are involved in the work of this project. In addition, faculty members serve on the Consortium and on the MAT Planning Committee.

Intended Outcomes

As a result of participation, preservice teachers will know effective teaching practices and use them in the classroom; develop curriculum and match instructional methods with content and student needs; and have positive attitudes towards the teaching profession and effective practices. College faculty will know more research on effective teacher preparation; their courses will reflect that knowledge; and they will value the research-based changes as important in preparing teachers. Supervising teachers will know the specifics of the teacher preparation program, and be able to assess effective teaching practices in preservice teachers.

Products

The primary product is a research-based curriculum for a preservice MAT program which integrates liberal arts, professional education studies, and field experiences. Three research syntheses are also available on language arts, classroom management and teacher education research, with implications for teacher education.

Special Features

- ☐ Technology Focus
- ☐ Science Focus
- ☐ Multicultural
- ☐ Urban
- ☐ Rural
- ☐ Other: _____

Program Orientation

- ☐ Problem Solving/ Reflective Inquiry
- ■ Teaching Skill Development
- ■ Teacher Decision Making
- ☐ Supervision
- ☐ Other: _____

Target Group

- ■ Preservice Teachers
- ☐ Beginning Teachers
- ■ Insevice Teachers
- ■ College Faculty
- ☐ Principals

Primary Research Base

- ■ Teacher Effectivenss
- ☐ School Effectiveness
- ☐ Cognitive Science
- ☐ Adult Development
- ☐ Teacher Knowledge
- ☐ Professional Development
- ■ Teacher Education
- ☐ Training
- ■ Other: Language Arts

USING RESEARCH TO REVISE, IMPLEMENT AND EVALUATE THE PROFESSIONAL STUDIES COMPONENT OF A TEACHER EDUCATION PROGRAM

BOWLING GREEN, KENTUCKY

A teacher education program which incorporates the research base of the Florida Performance Measurement System into its professional studies component for elementary, middle and secondary school teaching.

Level of Schooling

- ☐ Early Childhood
- ■ Elementary
- ■ Secondary
- ☐ Other: _____

Program Length for Participants

- ☐ One Semester
- ■ One Year
- ■ Two Years
- ■ More Than Two Years
- ☐ Ongoing

Program Focus

- ■ Professional Studies
- ☐ Liberal Studies
- ■ Student Teaching
- ☐ First Year of Teaching
- ☐ Alternative Certification
- ☐ Other: _____

Program Components

- ■ Revised Course Content
- ■ Revised Course Process
- ☐ Cooperating Teacher/ Mentor
- ☐ Demonstration School/ Classroom
- ☐ Recruitment/Selection
- ■ Assessment System
- ☐ Other: _____

Program Content

In this project, all of the professional education courses for the preparation of elementary, middle, and secondary school teachers have been revised to incorporate 128 effective teaching behaviors identified by research as linked to student learning. The behaviors are the standard of the Florida Performance Measurement System (FPMS), which is used in the state of Kentucky to evaluate first year teachers. In addition to preparing teachers in the effective behaviors, the project uses the FPMS as the student teaching formative and summative evaluation instrument.

Instructional Processes

Each of twenty-two teacher preparation courses is organized according to a model of introduction, demonstration and training, and practice and reflection. This sequence provides preservice teachers with the opportunity to practice behaviors which correlate with student achievement in micro and peer teaching settings. Students observe their teaching behavior on videotape and critique and analyze the teaching episodes. University faculty and supervising teachers in schools share the same standard by which to assess the learnings of the preservice teachers.

Features of the Project's Collaboration with Schools

Twenty-six school districts are joined in a consortium with Western Kentucky University in the support of this project. Four Field Advisory Committees made up of school district representatives have members who work on planning and development teams and provide communication links between the university and the districts.

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Features of the Project's Work within the University

The project works closely with the University Teacher Education Committee, made up of individuals from every college curriculum committee, graduate and undergraduate teacher education students, and practicing teachers. The Committee is represented on the faculty planning teams and approves all curriculum revisions.

Intended Outcomes

As a result of participation in this project, preservice teachers will exhibit effective teaching behaviors, as measured by the Florida Performance Measurement System.

Products

The primary product of this project is a complete, integrated set of teacher preparation courses with an assessment instrument which incorporates teaching behaviors linked by research to student learning.

Special Features

- ☐ Technology Focus
- ☐ Science Focus
- ☐ Multicultural
- ☐ Urban
- ☐ Rural
- ☐ Other: _____

Program Orientation

- ☐ Problem Solving/ Reflective Inquiry
- ■ Teaching Skill Development
- ☐ Teacher Decision Making
- ☐ Supervision
- ☐ Other: _____

Target Group

- ■ Preservice Teachers
- ☐ Beginning Teachers
- ☐ Insevice Teachers
- ☐ College Faculty
- ☐ Principals

Primary Research Base

- ■ Teacher Effectivenss
- ☐ School Effectiveness
- ☐ Cognitive Science
- ☐ Adult Development
- ☐ Teacher Knowledge
- ☐ Professional Development
- ☐ Teacher Education
- ☐ Training
- ☐ Other: _____

SECTION II

Intensive Graduate Teacher Certification Programs

These projects certify individuals with baccalaureate degrees to teach in high need areas such as science and math, inner cities, and remote rural regions. They require one year or less and incorporate professional studies and intensive field experiences.

AN ALTERNATIVE PROGRAM FOR THE PREPARATION OF SECONDARY TEACHERS OF CHEMISTRY, PHYSICS, AND EARTH SCIENCE

FAIRFAX, VIRGINIA

A collaborative project offering an alternative 16-week certification program for secondary science teachers

Level of Schooling

- ☐ Early Childhood
- ☐ Elementary
- ■ Secondary
- ☐ Other: _____

Program Length for Participants

- ■ One Semester
- ☐ One Year
- ☐ Two Years
- ☐ More Than Two Years
- ☐ Ongoing

Program Focus

- ■ Professional Studies
- ☐ Liberal Studies
- ■ Student Teaching
- ☐ First Year of Teaching
- ■ Alternative Certification
- ☐ Other: _____

Program Components

- ■ Revised Course Content
- ■ Revised Course Process
- ■ Cooperating Teacher/ Mentor
- ☐ Demonstration School/ Classroom
- ☐ Recruitment/Selection
- ☐ Assessment System
- ☐ Other: _____

Program Content

Responding to the shortage of science teachers, this project is a 16-week, one-semester alternative to traditional teacher education programs. Training teachers of secondary physics, chemistry, and earth sciences, the program's target population is "career switchers," individuals who have decided to enter teaching after working in a science-related field. Participants have a degree in physics/engineering, chemistry or earth sciences; three years of work in a related science field; computer literacy; and a passing score on selected sections of the National Teachers Exam. Preservice teachers take eight weeks of intensive coursework in science methods, foundations, and adolescent psychology and testing. The coursework conforms to the standards set by the National Science Teachers Association and meets the fourteen competencies for first year teachers mandated by the Commonwealth of Virginia.

Instructional Processes

Courses are taught at a public school site, taking advantage of local mentor teachers and giving students an opportunity for classroom observations and interactions. University faculty draw upon outside speakers, simulations, videotapes of exemplary science teachers, and field trips to present the course content.

Preservice teachers are placed with mentors, considered Clinical Faculty, for an eight- week student teaching experience. These mentors have a minimum of five years teaching experience, three years experience with student teachers, and a demonstrated expertise both in the subject matter and in teaching strategies. They are trained in coaching and supervision through a series of workshops. At that time, they also receive instruction in assessing the competencies outlined by the Commonwealth in its Virginia Beginning Teachers Assistance Program.

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Fairfax, Virginia 22030

Features of the Project's Collaboration with Schools

This project collaborates with Fairfax County, Arlington County, and Alexandria City Public Schools from which mentor teachers are drawn and where student teachers are placed. Coursework is conducted in one of these secondary schools. School personnel serve on the project's advisory council, which is charged with creating and reviewing policies and procedures for the program, and with a major role in evaluation. The curriculum planning committee consisting of mentor teachers, district science supervisors, and university faculty members is responsible for recommending course revisions, reviewing relevant research literature and developing effective learning experiences.

Features of the Project's Work within the University

Members of the science faculties from physics, chemistry and earth sciences have been involved in this project from its inception, serving with school personnel on the advisory council.

Intended Outcomes

As a result of their participation in this program, "career switchers" will be successfully employed as secondary science teachers. In addition, the program will be institutionalized within the university and collaborating school districts, adapted to prepare teachers of math, social studies and English as well.

Products

The primary product of this project is the curriculum and instructional processes for preparing secondary science teachers in one semester.

Special Features

- ☐ Technology Focus
- ■ Science Focus
- ☐ Multicultural
- ☐ Urban
- ☐ Rural
- ☐ Other: _____

Program Orientation

- ☐ Problem Solving/ Reflective Inquiry
- ■ Teaching Skill Development
- ☐ Teacher Decision Making
- ■ Supervision
- ☐ Other: _____

Target Group

- ■ Preservice Teachers
- ☐ Beginning Teachers
- ☐ Insevice Teachers
- ☐ College Faculty
- ☐ Principals

Primary Research Base

- ☐ Teacher Effectivenss
- ☐ School Effectiveness
- ☐ Cognitive Science
- ☐ Adult Development
- ☐ Teacher Knowledge
- ☐ Professional Development
- ■ Teacher Education
- ☐ Training
- ☐ Other: _____

GRADUATE CERTIFICATION PROGRAM FOR SECONDARY TEACHERS

COLLEGE STATION, TEXAS

A one-year post-baccalaureate program to certify secondary school teachers in high need teaching fields.

Level of Schooling

- ☐ Early Childhood
- ☐ Elementary
- ■ Secondary
- ☐ Other: _____

Program Length for Participants

- ☐ One Semester
- ■ One Year
- ☐ Two Years
- ☐ More Than Two Years
- ☐ Ongoing

Program Focus

- ■ Professional Studies
- ☐ Liberal Studies
- ■ Student Teaching
- ☐ First Year of Teaching
- ■ Alternative Certification
- ☐ Other: _____

Program Components

- ■ Revised Course Content
- ■ Revised Course Process
- ☐ Cooperating Teacher/ Mentor
- ☐ Demonstration School/ Classroom
- ■ Recruitment/Selection
- ☐ Assessment System
- ☐ Other: _____

Program Content

This project certifies secondary teachers in mathematics, physics, chemistry, physical science, or geology through two summer sessions and one full academic year. During the first summer session, interns learn instructional design, classroom management, and instructional resources. In schools, they observe teaching, interview school personnel, and assist teachers with instructional tasks.

During the academic year interns teach four classes a day and take courses which integrate research on teaching and instruction, emphasizing classroom practices and their theoretical rationales. They also conduct an instructional research project.

In the final summer, interns complete two of the required core courses in the traditional master's degree program. In a one semester hour seminar they discuss their teaching experiences and revise their instructional research project report. Six elective semester hours complete the requirements for the masters degree.

Instructional Processes

The project emphasizes a laboratory approach to teacher preparation where the intern develops thinking and analytical skills and can apply the principles of pedagogy to practical problems in the classroom. To this end, the curriculum combines content with a substantial amount of experience in the classroom. Interns progress from observing, interviewing, and assisting teachers to teaching classes themselves. They are observed frequently by university and district supervisors. They are videotaped at 4-6 week intervals, and their videotapes are discussed during their seminars. Their instructional research projects allow them to pursue topics of interest, emphasizing the need to be reflective and thoughtful about teaching.

Features of the Project's Collaboration with Schools

Participating school districts play an integral role. Interns are selected through a joint screening process of

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the districts and the university. During the academic year interns are paid by the host district one-half the salary of a beginning teacher. They are supported and assisted in their teaching by district supervisors as well as college faculty.

An Advisory Council of school district personnel and college faculty guided program development. It links with participating school district programs and critiques procedures, materials and instruments used by the project.

Features of the Project's Work within the University

University supervisors, liaisons between participating schools and the college, teach field courses to interns. They orient interns, conduct seminars as part of clinical experience, and evaluate interns with the cooperating teachers.

The University Council on Teacher Education which advises the President and Academic Vice President of the college on teacher education, periodically reviews the program.

Intended Outcomes

As a result of participation in this program, interns will have the requirements and demonstrated teaching abilities to be certified to teach secondary science and/or mathematics. In addition, the university will have a set of student recruitment procedures and a new curricula for preparing and certifying teachers for high need areas.

Products

The project's major products include 1) an intern recruitment and selection process with materials and a three-step screening procedure; 2) a curriculum and instructional process for graduate certification; and 3) a set of validated instruments to assess intern performance and their impact on student learning of curriculum.

Special Features

- ☐ Technology Focus
- ☐ Science Focus
- ☐ Multicultural
- ☐ Urban
- ☐ Rural
- ☐ Other: _____

Program Orientation

- ☐ Problem Solving/ Reflective Inquiry
- ■ Teaching Skill Development
- ☐ Teacher Decision Making
- ☐ Supervision
- ☐ Other: _____

Target Group

- ■ Preservice Teachers
- ☐ Beginning Teachers
- ☐ Insevice Teachers
- ☐ College Faculty
- ☐ Principals

Primary Research Base

- ■ Teacher Effectivenss
- ☐ School Effectiveness
- ☐ Cognitive Science
- ☐ Adult Development
- ■ Teacher Knowledge
- ☐ Professional Development
- ■ Teacher Education
- ☐ Training
- ☐ Other: _____

NEW YORK CITY TEACHING INTERNSHIP

NEW YORK CITY, NEW YORK

A year-long, graduate level internship program for emergency credentialed beginning teachers.

Level of Schooling

- [x] Early Childhood
- [x] Elementary
- [ ] Secondary
- [ ] Other: _____

Program Length for Participants

- [ ] One Semester
- [x] One Year
- [ ] Two Years
- [ ] More Than Two Years
- [ ] Ongoing

Program Focus

- [x] Professional Studies
- [ ] Liberal Studies
- [ ] Student Teaching
- [x] First Year of Teaching
- [x] Alternative Certification
- [ ] Other: _____

Program Components

- [ ] Revised Course Content
- [ ] Revised Course Process
- [ ] Cooperating Teacher/ Mentor
- [ ] Demonstration School/ Classroom
- [ ] Recruitment/Selection
- [ ] Assessment System
- [ ] Other: _____

Program Content

This program combines coursework and internship experiences to prepare and support first year teachers in New York City schools who have had no preparation for teaching. Six courses for elementary school and early childhood carry a total of seventeen graduate credits. In August, teachers are introduced to the culture and context of the school and classroom and are prepared to "survive" the first few weeks of teaching. Coursework includes planning and implementing classroom practices designed to foster appropriate student conduct; introduction to the school community; and organizing knowledge so that students learn. From September to June beginning teachers attend a weekly seminar and engage in structured field experiences in their classrooms based on the seminar content. This content includes knowledge of the subject matter being taught, strategies for effective teaching and classroom management, learning theory, and strategies for monitoring student progress and their own teaching.

Instructional Processes

The seminars and in-school activities during the school year are carried out by clinical teams, each consisting of four beginning teachers and one mentor. All receive released time of at least one day per week, to be spent in activities related to the program's curriculum and jointly planned. They observe one another, plan lessons and units together, discuss teaching concerns and strategies, and share the results of their efforts. A research unit, which consists of one research professor and four clinical teams, is the structure used for the delivery of coursework and related field experiences.

Features of the Project's Collaboration with Schools

The project's Advisory Board provides policy guidance; its members include highly placed officials in the college, the New York City Public School System, and the United Federation of Teachers. The Planning Committee has major responsibility for shaping and evaluating the program. Members, who meet monthly, include instructional staff of the school district and teachers' union.

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The program is taught by experienced classroom teacher-mentors who function as adjunct clinical professors for the college and team with college faculty. Mentors undergo a careful selection process and engage in a training program specifically designed to support their role.

Features of the Project's Work within the College

College administrators and faculty also participate on the project's Advisory Council and Planning Committee. Faculty from the Education and Liberal Arts departments serve as research professors for the four clinical teams. In addition to being responsible for the coursework of the program, the research professor is in the schools part time to provide support and obtain feedback.

Intended Outcomes

Beginning teachers participating in this program will know selected concepts and principles from research on teaching and use this knowledge in teaching. They will strongly identify with the profession and with their school community. They will remain in teaching longer than others who do not participate in the program. Mentor teachers will know and use effective teaching research; will be more able to help other teachers develop professionally; and will have increased efficacy and professional commitment.

Participating schools will be better able to recruit and maintain good teachers; will be organized to support ongoing teacher development; and will foster collaboration and collegiality among teaching staff. College faculty will understand the knowledge base for effective teaching and have increased communication and colleagueship within the college and with practicing educators.

Products

The primary products of this project are course syllabi for both internship and mentor components of the program.

Special Features

- ☐ Technology Focus
- ☐ Science Focus
- ☐ Multicultural
- ■ Urban
- ☐ Rural
- ☐ Other: _____

Program Orientation

- ☐ Problem Solving/ Reflective Inquiry
- ■ Teaching Skill Development
- ☐ Teacher Decision Making
- ☐ Supervision
- ☐ Other: _____

Target Group

- ☐ Preservice Teachers
- ■ Beginning Teachers
- ■ Insevice Teachers
- ■ College Faculty
- ☐ Principals

Primary Research Base

- ■ Teacher Effectivenss
- ☐ School Effectiveness
- ☐ Cognitive Science
- ■ Adult Development
- ☐ Teacher Knowledge
- ☐ Professional Development
- ☐ Teacher Education
- ☐ Training
- ☐ Other: _____

THE PROBLEM-BASED EDUCATION (PROBE) PROGRAM

BOULDER, COLORADO

A one-year secondary education program for self-directed individuals with a degree in a teaching field.

Level of Schooling

- ☐ Early Childhood
- ☐ Elementary
- ■ Secondary
- ☐ Other: _____

Program Length for Participants

- ☐ One Semester
- ■ One Year
- ☐ Two Years
- ☐ More Than Two Years
- ☐ Ongoing

Program Focus

- ■ Professional Studies
- ☐ Liberal Studies
- ■ Student Teaching
- ☐ First Year of Teaching
- ☐ Alternative Certification
- ☐ Other: _____

Program Components

- ■ Revised Course Content
- ■ Revised Course Process
- ☐ Cooperating Teacher/ Mentor
- ☐ Demonstration School/ Classroom
- ☐ Recruitment/Selection
- ☐ Assessment System
- ☐ Other: _____

Program Content

Building on a two-year old effort to develop an alternate and radically new preparation program for secondary teachers, this project is based in research on teaching, school effectiveness, and teacher education. The program has no formal courses, but instead is built around small tutorial groups, case studies, extensive independent work, and continuous experience in schools. Students participate full-time for one academic year. Case studies are used to raise issues about teaching and schooling. In addition, students learn a wide variety of specific teaching strategies through exposure to and practice with different models of teaching. Field experiences in a variety of settings allow students to observe different strategies and practice with short-term and lengthier student teaching assignments.

Instructional Processes

The program begins with a two and a half day retreat where students are introduced to the PROBE program and develop group process skills, self knowledge, and an understanding of the case study tutorial process. Each student then meets in a small group tutorial twice a week for three hours. In the groups, students use case studies that identify important issues and stimulate independent investigation. They also study various models of teaching, each preparing a lesson for a different model and teaching the lesson to their group. The lesson is videotaped and the group provides feedback. In addition, students visit different schools during the fall semester to observe classroom practice and meet with personnel at all levels of the district. Student teaching begins in early November and continues in two segments totaling 16 weeks during throughout the remainder of the year, with weekly tutorial group meetings for discussion and support.

Contact:
Dr. Ronald Anderson
School of Education
Box 249
University of Colorado
Boulder, Colorado 80309

Features of the Project's Collaboration with Schools

The project has an active task force of school district representatives that links project work with the five collaborating districts. Further, it works closely with the cooperating teachers to develop comprehensive and coordinated field experiences throughout the program, and to include presentations by these teachers on different teaching approaches during the first half of the year.

Features of the Project's Collaboration within the University

A Teacher Education Advisory Committee provides a liaison between the School of Education and the various departments whose majors are in teacher education.

Intended Outcomes

As a result of participation in this program, the preservice teachers will have (1) proficiency in using a variety of models of teaching, (2) professional self-initiative, and (3) competence in working cooperatively with colleagues.

Products

The primary product of this project is a syllabus of materials and procedures for conducting the one-year program.

Special Features

- ☐ Technology Focus
- ☐ Science Focus
- ☐ Multicultural
- ☐ Urban
- ☐ Rural
- ☐ Other: _____

Program Orientation

- ☐ Problem Solving/ Reflective Inquiry
- ■ Teaching Skill Development
- ■ Teacher Decision Making
- ☐ Supervision
- ☐ Other: _____

Target Group

- ■ Preservice Teachers
- ☐ Beginning Teachers
- ☐ Insevice Teachers
- ☐ College Faculty
- ☐ Principals

Primary Research Base

- ■ Teacher Effectivenss
- ■ School Effectiveness
- ☐ Cognitive Science
- ☐ Adult Development
- ☐ Teacher Knowledge
- ☐ Professional Development
- ■ Teacher Education
- ☐ Training
- ☐ Other: _____

TEACHERS FOR RURAL ALASKA

FAIRBANKS, ALASKA

A one-year, post-baccalaureate program to train teachers for small village high schools in cross-cultural settings.

Level of Schooling

- ☐ Early Childhood
- ☐ Elementary
- ■ Secondary
- ☐ Other: _____

Program Length for Participants

- ☐ One Semester
- ■ One Year
- ☐ Two Years
- ☐ More Than Two Years
- ☐ Ongoing

Program Focus

- ■ Professional Studies
- ☐ Liberal Studies
- ■ Student Teaching
- ■ First Year of Teaching
- ☐ Alternative Certification
- ☐ Other: _____

Program Components

- ■ Revised Course Content
- ■ Revised Course Process
- ■ Cooperating Teacher/ Mentor
- ☐ Demonstration School/ Classroom
- ■ Recruitment/Selection
- ☐ Assessment System
- ☐ Other: _____

Program Content

Designed for people with an undergraduate degree who want to teach in Alaska's small rural high schools, this project draws upon research on teacher education, teacher and student learning, and effective teaching in Alaska's rural, predominately native schools. Both the students and their mentor teachers are selected for their broad and diverse academic backgrounds, practical skills and varied life experiences, plus strong interpersonal and political skills.

In the first semester the preservice teachers learn the knowledge and skills needed to design educational experiences tailored to the special situations in which they will teach. This includes general pedagogical skills and knowledge such as teaching multigrade/multiability classrooms and developing diagnostic and prescriptive skills. The coursework also prepares them to teach all major subject areas, plus plan curriculum. Student teaching is an extension of the learning process of the first semester; a summer seminar then focuses on additional topics that emerge from the student teaching experience.

Instructional Processes

The first semester is organized around fundamental cross-cultural teaching problems. Led by university faculty and mentor teachers, it uses case studies of rural teaching experiences to help students consider issues such as working in rural communities and teaching students with a wide variety of knowledge and skills. In afternoon clinical experiences in schools, students apply ideas and refine their skills. Throughout the semester they conduct a series of projects to design educational experiences for the unique conditions of rural students, and they develop portfolios of their work, which become part of their assessment. They videotape their tutoring and receive feedback from their mentor teachers. During student teaching students add to the portfolio videotapes of teaching, journals and student and community profiles.

Contact:
Dr. Judith Kleinfeld
Center for Cross-Cultural Studies
College of Human and Rural Development
University of Alaska-Fairbanks
Fairbanks, Alaska 99775

Features of the Project's Collaboration with Schools

The project staff worked closely with rural school districts to plan this program. The curriculum of the first semester was developed jointly by the mentor teachers and the university faculty. The mentor teachers play a central role: videotapes of their teaching are used; they provide narration and elaboration; they supervise student teachers. They are integral members of the teacher education team, instructing and guiding the preservice teacher. They also evaluate the program and are its major proponents within the state.

Features of the Project's Work Within the University

The project is guided by faculty from the University of Alaska- Fairbanks' College of Rural and Human Development. Several members of the faculty were instrumental in developing and teaching the curriculum of the first semester. They also participate both in the supervision and evaluation of the student teachers.

Intended Outcomes

As a result of this project, Alaska will have more teachers who have been trained specifically for rural schools, and they will teach in rural Alaska longer than the typical, less than two-year, period. They will understand the context of cross-cultural, rural schools and have the skills necessary to work with small yet varied classes as well as with community members; they will think in more complex and realistic ways about the issues of teaching in rural Alaska; and they will design effective educational experiences for their students, with appropriate cultural adaptations. The alternative model of teacher education will be institutionalized at the university.

Products

The primary product is a casebook of rural teaching problems, supplemented by videotapes of exemplary teachers which provide example of actual teaching interactions with explanations by the teachers of their rationales and reactions.

Special Features

- ☐ Technology Focus
- ☐ Science Focus
- ■ Multicultural
- ☐ Urban
- ☐ Rural
- ☐ Other: _____

Program Orientation

- ■ Problem Solving/ Reflective Inquiry
- ☐ Teaching Skill Development
- ■ Teacher Decision Making
- ☐ Supervision
- ☐ Other: _____

Target Group

- ■ Preservice Teachers
- ■ Beginning Teachers
- ☐ Insevice Teachers
- ☐ College Faculty
- ☐ Principals

Primary Research Base

- ■ Teacher Effectivenss
- ☐ School Effectiveness
- ■ Cognitive Science
- ☐ Adult Development
- ■ Teacher Knowledge
- ☐ Professional Development
- ☐ Teacher Education
- ☐ Training
- ☐ Other: _____

SECTION III

Programs for First Year Teachers

These projects focus on teachers in their induction year, including efforts to provide them with appropriate support, supervision, and assessment.

KANSAS ASSISTANCE-ASSESSMENT PROTOCOL FOR BEGINNING TEACHERS

LAWRENCE, KANSAS

A cooperative project with the Kansas State Department of Education to develop materials for assisting and assessing teachers in their first year of teaching.

Level of Schooling

- ☐ Early Childhood
- ■ Elementary
- ■ Secondary
- ☐ Other: _____

Program Length for Participants

- ☐ One Semester
- ■ One Year
- ☐ Two Years
- ☐ More Than Two Years
- ☐ Ongoing

Program Focus

- ☐ Professional Studies
- ☐ Liberal Studies
- ☐ Student Teaching
- ■ First Year of Teaching
- ☐ Alternative Certification
- ☐ Other: _____

Program Components

- ☐ Revised Course Content
- ☐ Revised Course Process
- ☐ Cooperating Teacher/ Mentor
- ☐ Demonstration School/ Classroom
- ☐ Recruitment/Selection
- ■ Assessment System
- ☐ Other: _____

Program Content

The focus of this project is the development, field implementation and evaluation of (1) an assessment instrument, (2) an assessment model, and (3) assessment procedures for use with first year teachers and an assistance component to aid them in their teaching. The assessment protocol is based on current research on effective teaching characteristics. It is a competencies and performances measure to be administered by experienced teachers and administrators in local school districts. Assessment results lead to structured assistance designed to help each beginning teacher remedy areas of difficulty. Activities in the assistance component include university seminars, formal instruction, observations, and classroom activities. The assessment thus becomes a means for directed professional development throughout the first year of teaching. The protocol is used in the Kansas Internship Program to provide one measure of teaching performance prior to initial state certification.

Instructional Processes

The assessment instrument is based on 112 effective teaching behaviors. Each teaching behavior is extensively defined with a behavioral description. Beginning teachers are systematically observed by experienced teachers throughout their first year. Assessments are based on in-class observation and beginning teacher documentation. The local school assistance team writes behavioral objectives for specific teaching behaviors rated as below standard. Together with the intern teacher, the team selects appropriate activities to address problem areas. Beginning teachers are reevaluated after completing the activities. If any teaching behaviors are still below standard, the cycle is repeated. The results of both the assessment protocol and the assistance activities are charted for use in making decisions about certification.

Contact:
Dr. John Poggio
Center for Educational Testing and Evaluation
2 Bailey Hall
University of Kansas
Lawrence, Kansas 66045

Features of the Project's Collaboration with Schools

The project works closely with the State Board of Education's Kansas Internship Advisory Committee comprised of teachers, administrators, school board members, and university faculty. The Advisory Committee was instrumental in developing the protocols and policy recommendations for their implementation. State Department of Education and project staff train experienced teachers in use of the assessment protocols and provide technical assistance for teachers and administrators responsible for monitoring the beginning teacher assistance activities.

Features of the Project's Work within the University

The project is located in the university's Center for Educational Testing and Evaluation and provides the research base for the development of the assessment instrument and assistance protocols. Project staff coordinate activities between teacher education faculty, the State Department of Education, and the local district, and teachers, administrators, and beginning teachers.

Intended Outcomes

As a result of this project, teachers in Kansas schools will be able to demonstrate the 112 effective teaching behaviors that are the focus of the assessment instrument and the corresponding assistance strategies. A system for initial teacher certification will be institutionalized throughout the state.

Products

There are two primary products: the assessment instrument, entitled the Kansas Internship Assessment Inventory, and the User's Manual to guide the use of the instrument and the development of assistance activities.

Special Features

- ☐ Technology Focus
- ☐ Science Focus
- ☐ Multicultural
- ☐ Urban
- ☐ Rural
- ☐ Other: _____

Program Orientation

- ☐ Problem Solving/ Reflective Inquiry
- ■ Teaching Skill Development
- ☐ Teacher Decision Making
- ☐ Supervision
- ☐ Other: _____

Target Group

- ☐ Preservice Teachers
- ■ Beginning Teachers
- ☐ Insevice Teachers
- ■ College Faculty
- ☐ Principals

Primary Research Base

- ■ Teacher Effectivenss
- ☐ School Effectiveness
- ☐ Cognitive Science
- ☐ Adult Development
- ☐ Teacher Knowledge
- ■ Professional Development
- ☐ Teacher Education
- ☐ Training
- ☐ Other: _____

USING RESEARCH KNOWLEDGE TO IMPROVE TEACHER EDUCATION: THE FRANKLIN COUNTY/OSU INDUCTION PROJECT

COLUMBUS, OHIO

A one-year induction program designed to meet the needs of beginning teachers and their mentors by encouraging teacher reflectivity and inquiry.

Level of Schooling

- ☐ Early Childhood
- ■ Elementary
- ■ Secondary
- ☐ Other: _____

Program Length for Participants

- ☐ One Semester
- ■ One Year
- ■ Two Years
- ☐ More Than Two Years
- ☐ Ongoing

Program Focus

- ☐ Professional Studies
- ☐ Liberal Studies
- ☐ Student Teaching
- ■ First Year of Teaching
- ☐ Alternative Certification
- ■ Other: Mentor Teachers

Program Components

- ■ Revised Course Content
- ■ Revised Course Process
- ■ Cooperating Teacher/ Mentor
- ☐ Demonstration School/ Classroom
- ☐ Recruitment/Selection
- ☐ Assessment System
- ☐ Other: _____

Program Content

Based in research on mentor programs, staff development, beginning teachers, and teacher professionalism, this project is designed to assist entry year teachers and their mentors in a variety of ways. In a year-long series of eight three-hour meetings held monthly, beginning teachers are provided staff development in several areas of prime concern, including classroom discipline, management and organization. Several sessions provided for mentor teachers focus on their role and support needs. Both mentor and beginning teachers are introduced to reflection activities which incorporate tools and procedures that allow them to reflect on their teaching experiences and identify useful strategies and necessary support. A teacher leader cadre is trained in leadership skills so they can support the mentors and beginning teachers. In addition, three three-credit graduate courses are available: Issues and Concerns of Beginning Teachers, Leadership Strategies for Mentor Teachers, and Issues and Processes for Development of Programs for Beginning Teachers.

Instructional Processes

The monthly sessions, based on an extensive needs assessment, are highly interactive. They provide participants with observation instruments, checklists, opportunities to practice new behaviors, and assignments to use in the classrooms and to provide substance as they inquire into their instructional practices. The reflection activities set the stage for further inquiry and consideration of teaching experiences; a reflection packet includes a critical event form, instructions for creating logs, journals, and a "one-minute paper", conferencing procedures and a conference report form. The graduate courses allow teachers to go into each of these areas in depth, providing a sound research base for each topic and opportunities to conduct collaborative action research.

Features of the Project's Collaboration with Schools

This is a highly collaborative project with the Franklin County School District. The five local superintendents, the

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Dr. Nancy Zimpher
College of Education
121 Ramseyer Hall
29 W. Woodruff Avenuey
The Ohio State University
Columbus, Ohio 43210

superintendent of the county office, the five local education association presidents, university faculty, and several mentors and beginning teacher are members of a Program Planning Group, convened monthly and responsible for overall execution of project activities. Representatives of the mentor and beginning teachers also participate in Research Groups, discussed below.

Features of the Project's Work within the University

A structure unique to this project that largely involves university faculty is the Research Group. Members are interested in focusing on the substantive and research components of the project. Because the program has a strong evaluative dimension and is concerned about program improvement, members are able to inquire into particular aspects and contribute to the knowledge base.

Intended Outcomes

As a result of their participation, beginning teachers will become more reflective about their teaching; have the support of a mentor teacher to guide them through their entry year; and develop strategies for effective classroom management and instruction. Mentor teachers will become knowledgeable about the needs and concerns of beginning teachers; develop the skills of an inquiring professional; use various observation and conferencing techniques of supervision; and become aware of their own needs and concerns as experienced teachers.

Products

The primary product of this project is a model induction program based on the identified needs of beginning and mentor teachers and on a commitment to teacher reflection and inquiry. Syllabi for staff development sessions and graduate level courses are available. In addition, the project has produced a number of technical reports of research conducted by members of the Research Group on various aspects of the program.

Special Features

- ☐ Technology Focus
- ☐ Science Focus
- ☐ Multicultural
- ☐ Urban
- ☐ Rural
- ☐ Other: _____

Program Orientation

- ■ Problem Solving/ Reflective Inquiry
- ■ Teaching Skill Development
- ■ Teacher Decision Making
- ☐ Supervision
- ☐ Other: _____

Target Group

- ☐ Preservice Teachers
- ■ Beginning Teachers
- ■ Insevice Teachers
- ☐ College Faculty
- ☐ Principals

Primary Research Base

- ■ Teacher Effectivenss
- ☐ School Effectiveness
- ■ Cognitive Science
- ☐ Adult Development
- ☐ Teacher Knowledge
- ☐ Professional Development
- ☐ Teacher Education
- ☐ Training
- ■ Other: Mentor Teachers

SECTION IV

Components of Preservice Teacher Education Programs

These projects constitute additions to and enhancements of teacher preparation programs. Some have developed materials and activities that are used throughout a sequence of professional studies and student teaching; these include technology-based teaching materials, field experiences, and observation systems. Others are courses that are used at a particular time in the professional development sequence.

CLINICAL OBSERVATIONS OF EFFECTIVE TEACHING STRATEGIES IN PRESERVICE TEACHER EDUCATION

CHARLOTTESVILLE, VIRGINIA

An effort to train preservice teachers, cooperating inservice teachers, and university supervisors to use direct, systematic, and objective observation techniques to assess the processes and products of teaching.

Level of Schooling

- ☐ Early Childhood
- ■ Elementary
- ■ Secondary
- ☐ Other: _____

Program Length for Participants

- ☐ One Semester
- ☐ One Year
- ☐ Two Years
- ☐ More Than Two Years
- ■ Ongoing

Program Focus

- ■ Professional Studies
- ☐ Liberal Studies
- ■ Student Teaching
- ☐ First Year of Teaching
- ☐ Alternative Certification
- ☐ Other: _____

Program Components

- ☐ Revised Course Content
- ☐ Revised Course Process
- ☐ Cooperating Teacher/ Mentor
- ☐ Demonstration School/ Classroom
- ☐ Recruitment/Selection
- ■ Assessment System
- ■ Other: Observation System

Program Content

The project promotes development of teacher and supervisor skills in self and peer evaluation, and seeks to increase the teacher's active role in decision making regarding her/his professional needs. Part of a comprehensive redesign of the university's teacher education program, it links teacher education to the state's Beginning Teachers Assessment Program (BTAP) which has identified fourteen areas of teacher competency (e.g., reinforcement, consistent rules, clarity of structure, and individual differences).

Project staff and participants have developed categories of teaching behaviors related to each of the BTAP competency areas. Within the categories, teaching behaviors associated with effective instruction have been identified and operationalized in forms that can be readily observed by preservice teachers, cooperating teacher. (called "clinical instructors"), and university supervisors.

These activities form the framework for the Observation Training Manual which identifies the competencies for effective teaching and describes the processes of observation/supervision of effective teaching.

Instructional Processes

Training in the use of the Observation Training Manual is conducted on an ongoing basis for preservice teachers, clinical instructors and university supervisors. Through the training they develop (1) a common language and understanding for describing and labeling research-based teaching behaviors; (2) skilled approaches in observing, recording, and interpreting classroom events; and (3) shared understandings of the goals in preparing entry professionals. The training and use of observation procedures are integrated in coursework and field experiences throughout the five-year teacher education program.

Contact:
Dr. Jerry R. Moore
Curry School of Education
University of Virginia
405 Emmet Street
Charlottesville, Virginia 22903

Features of the Project's Collaboration with Schools

The project's primary link to schools is through its clinical instructors. These teachers are selected through a collaborative process with eight school districts in the Charlottesville area. Clinical instructors and university faculty, who collaborated on development of the Observation Training Manual, confer at regularly scheduled inservice sessions. School personnel also serve on the project's Advisory Committee.

Features of the Project's Work Within the University

The project is viewed as a key part of the university's initiative to redesign its new Five Year Program of Teacher Education, especially in terms of bridging the gap between school people and researchers. While the project has its own Advisory Committee, the Five Year Program's University Wide Committee on Teacher Education provides overall leadership, ensuring coherence on teacher education policies and program characteristics and linking teacher education with the College of Arts and Sciences.

Intended Outcomes

As a result of participation in this program, preservice teachers will demonstrate the fourteen areas of teacher competency identified by the state's Beginning Teachers Assessment Program. In addition, preservice teachers, clinical instructors, and university supervisors will be skilled in assessing their own performance and the performance of others in terms of the competency areas.

Products

The project has three products: the Observation Training Manual, a videotape library of lessons for observation training, and a file of observation instruments.

Special Features

- ☐ Technology Focus
- ☐ Science Focus
- ☐ Multicultural
- ☐ Urban
- ☐ Rural
- ☐ Other: _____

Program Orientation

- ☐ Problem Solving/ Reflective Inquiry
- ■ Teaching Skill Development
- ☐ Teacher Decision Making
- ☐ Supervision
- ☐ Other: _____

Target Group

- ■ Preservice Teachers
- ☐ Beginning Teachers
- ■ Insevice Teachers
- ■ College Faculty
- ☐ Principals

Primary Research Base

- ■ Teacher Effectivenss
- ☐ School Effectiveness
- ☐ Cognitive Science
- ☐ Adult Development
- ☐ Teacher Knowledge
- ☐ Professional Development
- ☐ Teacher Education
- ☐ Training
- ☐ Other: _____

COLLABORATION FOR THE IMPROVEMENT OF TEACHER EDUCATION (CITE)

YPSILANTI, MICHIGAN

A set of pre-student teaching field experiences to accompany new research-based teacher education core courses.

Level of Schooling

- ☐ Early Childhood
- ■ Elementary
- ■ Secondary
- ☐ Other: _____

Program Length for Participants

- ☐ One Semester
- ☐ One Year
- ■ Two Years
- ☐ More Than Two Years
- ☐ Ongoing

Program Focus

- ■ Professional Studies
- ☐ Liberal Studies
- ☐ Student Teaching
- ☐ First Year of Teaching
- ☐ Alternative Certification
- ☐ Other: _____

Program Components

- ■ Revised Course Content
- ■ Revised Course Process
- ■ Cooperating Teacher/ Mentor
- ☐ Demonstration School/ Classroom
- ☐ Recruitment/Selection
- ☐ Assessment System
- ☐ Other: _____

Program Content

This project is based on research in four areas: direct lesson design, classroom management, teacher expectations, and reading comprehension. Students in the teacher education program are required to take 100 hours of "pre-student teaching field experiences," structured assignments based on research which are coordinated with the curriculum of several courses: Social Aspects of Teaching, Curriculum and Methods, Measurement and Evaluation, Reading Methods, and Human Development and Learning.

Instructional Processes

Pre-student teachers spend a half day per week in classrooms. For each course they are assigned four to six activities which may include structured observations, mini-lessons, interviews, or small group work. Cooperating teachers (called "Classroom Teacher Educators") supplement these assignments with other work for the pre-student teacher in the classroom. Pre-student teachers typically discuss the assignments in the campus component of their courses and receive grades from their university professors. During the final week of their field experiences, pre-student teachers teach three to five lessons of a mini-unit they have developed.

Features of the Project's Collaboration with Schools

The project worked closely with school people to develop and pilot their program and continues to collaborate in its implementation. Forty teachers, principals, and district staff participated in design teams, developing the research-based field activities. Likewise, school personnel worked with project staff to develop procedures for grading students and for evaluating the program.

Contact:
Dr. Georgea M. Sparks
Department of Teacher Education
Eastern Michigan University
Ypsilanti, Michigan 48197

Features of the Project's Work within the University

Twenty university faculty members worked with school personnel and project staff on the design teams for the field activities. Their participation on these and similar groups to design grading and evaluation procedures have resulted in the establishment of a coherent research base for the teacher education program.

Intended Outcomes

At the completion of the pre-student teaching experience, teacher education students will be able to: describe major issues confronting the school in society; describe the organization and operation of a public school; explain some classroom management skills; understand how students in schools behave and learn; describe some teaching methods and teaching behaviors; demonstrate an initial repertoire of skills and behaviors that facilitate the teaching-learning process; and make a valid decision about teaching as a career.

Products

The primary product of this program is a set of research-based field activities that can enhance the pre-student teaching curriculum of teacher education programs.

Special Features

- ☐ Technology Focus
- ☐ Science Focus
- ☐ Multicultural
- ☐ Urban
- ☐ Rural
- ☐ Other: _____

Program Orientation

- ☐ Problem Solving/ Reflective Inquiry
- ■ Teaching Skill Development
- ■ Teacher Decision Making
- ☐ Supervision
- ☐ Other: _____

Target Group

- ■ Preservice Teachers
- ☐ Beginning Teachers
- ☐ Insevice Teachers
- ☐ College Faculty
- ☐ Principals

Primary Research Base

- ■ Teacher Effectivenss
- ☐ School Effectiveness
- ☐ Cognitive Science
- ☐ Adult Development
- ☐ Teacher Knowledge
- ☐ Professional Development
- ☐ Teacher Education
- ☐ Training
- ☐ Other: _____

DEVELOPING RESEARCH BASED TEACHING SKILLS

BLOOMINGTON, INDIANA

Interactive video methods and materials designed to train preservice secondary school teachers in research-based teaching skills associated with instructional clarity.

Level of Schooling

- ☐ Early Childhood
- ☐ Elementary
- ■ Secondary
- ☐ Other: _____

Program Length for Participants

- ☐ One Semester
- ☐ One Year
- ■ Two Years
- ☐ More Than Two Years
- ☐ Ongoing

Program Focus

- ■ Professional Studies
- ☐ Liberal Studies
- ☐ Student Teaching
- ☐ First Year of Teaching
- ☐ Alternative Certification
- ☐ Other: _____

Program Components

- ■ Revised Course Content
- ■ Revised Course Process
- ☐ Cooperating Teacher/ Mentor
- ☐ Demonstration School/ Classroom
- ☐ Recruitment/Selection
- ☐ Assessment System
- ☐ Other: _____

Program Content

Using research on effective teaching and training, the project has developed interactive video units for use in the laboratory component of professional studies courses for secondary teaching. In total, five demonstration units focus on the structural and semantic clarity of instruction. The units use videotapes of classroom teachers from grades 7-12 in four subject areas: social studies, English, math, and science.

Instructional Processes

The interactive video units are used in a variety of professional courses, including educational psychology, methods, and student teaching seminars.

Features of the Project's Collaboration with Schools

The project staff work closely with school people who are represented in the Advisory Committee, and who are involved directly in the development of the video units. Particularly important have been opportunities to film teachers in their classroom settings to acquire examples from which the units can be constructed. Collaborating teachers and administrators also provide corresponding field experiences for the preservice teachers who use the interactive video materials as part of their coursework.

Features of the Project's Work Within the University

The project's Advisory Committee involves several units within the university system: the School of Education and the College of Arts and Sciences from the Bloomington campus, Indiana University Southeast and Indiana University Southbend. A Faculty Seminar Group was key in researching and selecting the teaching skills that are the focus of the

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Dr. Anna Ochoa
School of Education
Indiana University
Bloomington, Indiana 47405

videos. The project also makes available to education faculty information on technology for teacher preparation, through print materials and conference participation.

Intended Outcomes

As a result of participation in the project, preservice secondary teachers will be able to recognize the characteristics of instructional clarity and will be able to demonstrate clarity in instruction.

Products

The primary products of this project are a set of interactive video units on a research-based teaching skill for use in preparing secondary school teachers.

Special Features

- [x] Technology Focus
- [ ] Science Focus
- [ ] Multicultural
- [ ] Urban
- [ ] Rural
- [ ] Other: _____

Program Orientation

- [ ] Problem Solving/ Reflective Inquiry
- [x] Teaching Skill Development
- [ ] Teacher Decision Making
- [ ] Supervision
- [ ] Other: _____

Target Group

- [x] Preservice Teachers
- [ ] Beginning Teachers
- [ ] Insevice Teachers
- [ ] College Faculty
- [ ] Principals

Primary Research Base

- [x] Teacher Effectivenss
- [ ] School Effectiveness
- [ ] Cognitive Science
- [ ] Adult Development
- [ ] Teacher Knowledge
- [ ] Professional Development
- [ ] Teacher Education
- [x] Training
- [ ] Other: _____

INTERACTIVE COMPUTER-VIDEO TEACHING ASSESSMENT MODULES

AMES, IOWA

An interactive video program designed to help preservice teachers recognize and critique effective teaching behaviors.

Level of Schooling

- ☐ Early Childhood
- ■ Elementary
- ■ Secondary
- ☐ Other: _____

Program Length for Participants

- ☐ One Semester
- ☐ One Year
- ☐ Two Years
- ☐ More Than Two Years
- ☐ Ongoing

Program Focus

- ■ Professional Studies
- ☐ Liberal Studies
- ■ Student Teaching
- ☐ First Year of Teaching
- ☐ Alternative Certification
- ☐ Other: _____

Program Components

- ■ Revised Course Content
- ■ Revised Course Process
- ☐ Cooperating Teacher/ Mentor
- ☐ Demonstration School/ Classroom
- ☐ Recruitment/Selection
- ☐ Assessment System
- ☐ Other: _____

Program Content

This project offers an individualized alternative for teacher education students to observe and evaluate teaching performance in actual classroom situations. Based on research on effective teaching and instructional technology, a series of interactive video modules allows preservice teachers to replicate actual classroom observations. Research-based, readily observable teaching behaviors have been identified, including motivation, efficiency, organization, and communication. For each, a computer-based software program focuses on a particular teaching behavior which can be directly observed on videotape. These interactive video modules assist preservice teachers in their preparation, student teachers in their field experience and practicing teachers in reflection on the craft of teaching.

Instructional Processes

Each module consists of a number of discrete steps which allow for student interaction and the collection of data at various points. The student first reads a short monograph summarizing the research on the selected teaching behavior. This is following by a computer-administrated test of the information. Then an interactive video lesson on the behavior provides examples of teachers using the behavior and opportunities to respond to questions about the behavior. This interactive lesson, an Instructional Module, is concluded with a posttest of the content portrayed in the instruction.

An Assessment Module is then used so that the student can view 12-15 minutes of uninterrupted classroom teaching and assess the effectiveness of the target behavior. A Likert scale, provided by the computer, is used for the assessment. During the viewing the student "scripts" the classroom instruction to form a basis for the assessment. Various types of feedback are provided after the assessment: "experts" conduct a discussion on tape; the featured teacher comments on the teaching; or students participate in discussion and clarification with their instructor. Where the modules are used in formal teaching methods classes,

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the instructor serves as discussion leader. When used with student teachers, the discussion occurs with the cooperating and supervising teachers. For practicing teachers, discussion is held in an in-service setting.

Features of the Project's Collaboration with Schools

The Teaching Assessment Modules were developed with input from various advisory groups of practitioners who were resources for and often featured in the videotapes. A formal nine-member Grant Team from three school districts participates in project design and evaluation. The Team is responsible for an extensive review of the model as a whole, ideas about infusing it into existing preservice teaching experiences, and assistance in collecting videotapes.

Features of the Project's Work Within the University

Faculty of the College of Education provide expertise in effective teaching and learning. Various members of the faculty consult with the project staff on current research and its application to the modules. The College's Research Institute for Studies in Education serves as research consultant and institutional support. College-wide committees, such as the Teacher Preparation Committee, are further resources.

Intended Outcomes

Preservice teachers who use the Teaching Assessment Modules will show an increased understanding of specific teaching behaviors and improvement in their ability to observe and evaluate these behaviors.

Products

The major products are the Teaching Assessment Modules consisting of nine separate interactive video lessons, each focusing on a different, research-based, teaching behavior.

Special Features

- [x] Technology Focus
- [ ] Science Focus
- [ ] Multicultural
- [ ] Urban
- [ ] Rural
- [ ] Other: _____

Program Orientation

- [ ] Problem Solving/ Reflective Inquiry
- [x] Teaching Skill Development
- [ ] Teacher Decision Making
- [ ] Supervision
- [ ] Other: _____

Target Group

- [x] Preservice Teachers
- [ ] Beginning Teachers
- [x] Insevice Teachers
- [ ] College Faculty
- [ ] Principals

Primary Research Base

- [x] Teacher Effectivenss
- [ ] School Effectiveness
- [ ] Cognitive Science
- [ ] Adult Development
- [ ] Teacher Knowledge
- [ ] Professional Development
- [ ] Teacher Education
- [ ] Training
- [x] Other: ~~Instruct~~ional Technology

LABORATORY EXPERIENCES IN THE PRESERVICE TEACHER EDUCATION PROGRAM

NASHVILLE, TENNESSEE

A collaborative program that is research based and develops problem solving skills through laboratory and student teaching experiences.

Level of Schooling

- [x] Early Childhood
- [x] Elementary
- [ ] Secondary
- [x] Other: Special Education

Program Length for Participants

- [ ] One Semester
- [ ] One Year
- [x] Two Years
- [ ] More Than Two Years
- [ ] Ongoing

Program Focus

- [x] Professional Studies
- [ ] Liberal Studies
- [x] Student Teaching
- [ ] First Year of Teaching
- [ ] Alternative Certification
- [ ] Other: _____

Program Components

- [x] Revised Course Content
- [x] Revised Course Process
- [ ] Cooperating Teacher/ Mentor
- [ ] Demonstration School/ Classroom
- [ ] Recruitment/Selection
- [ ] Assessment System
- [ ] Other: _____

Program Content

This project is designed to develop teachers who are effective problem solvers by incorporating research findings on effective teaching and problem solving into the laboratory and field components of the college's teacher education program. College faculty and cooperating teachers in the area schools draw links between classroom learning and the development of professional skills. Specifically, the curriculum includes research findings and implications for classroom application. In addition, preservice teachers are trained in research techniques such as participant observation. Self-monitoring activities during the practicum and student teaching help develop teachers who reflect on and evaluate their own teaching.

Instructional Processes

This project includes a wide variety of instructional processes. To expose preservice teachers to problems faced in the classroom, a series of descriptive vignettes has been developed. These provide an opportunity to reflect upon a problem situation and choose among a number of possible solutions. Examples of problems depicted are being aware of the whole class and reacting to student responses. Some vignettes are on videotape and videodiscs, while others are incorporated into computer simulations. They create an interactive instructional tool which reinforces the development of problem solving skills. A variety of analytic forms used with the vignettes, videotapes and self-monitoring activities allow preservice teachers to reflect upon the activities and develop plans for future actions.

Features of the Project's Collaboration with Schools

Project staff work closely with Metropolitan Nashville and Franklin City elementary schools. Teachers and administrators from selected schools comprise the Field Support Team. The Team participated in a series of seminars, worked to

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identify specific problems experienced by preservice teachers in the field and reviewed relevant research to devise plans for addressing problem areas. The Team also collaborated in the development of the vignettes and videotapes and helped evaluate their effectiveness.

Features of the Project's Work Within the University

An Advisory Council of researchers and practitioners drawn mainly from college faculty assists project staff in program development. The Learning Technology Center is involved in the technical aspects of the preparation of materials used in the laboratory courses of the curriculum.

Intended Outcomes

Preservice teachers who participate in this program will have well-developed self-analytic and problem-solving skills. They will be able to assess a classroom situation and select the best available intervention strategies. They will be especially well prepared to initiate and manage their first teaching assignment.

Products

Written and videotape vignettes, interactive videodiscs, and a computer simulation model of a vignette are some of the project's products. In addition, the project has developed procedures and accompanying forms for classroom observation and analysis of student teacher performance.

Special Features

- [x] Technology Focus
- [ ] Science Focus
- [ ] Multicultural
- [ ] Urban
- [ ] Rural
- [ ] Other: _____

Program Orientation

- [x] Problem Solving/ Reflective Inquiry
- [x] Teaching Skill Development
- [x] Teacher Decision Making
- [ ] Supervision
- [ ] Other: _____

Target Group

- [x] Preservice Teachers
- [ ] Beginning Teachers
- [ ] Insevice Teachers
- [ ] College Faculty
- [ ] Principals

Primary Research Base

- [x] Teacher Effectivenss
- [ ] School Effectiveness
- [ ] Cognitive Science
- [ ] Adult Development
- [ ] Teacher Knowledge
- [ ] Professional Development
- [x] Teacher Education
- [x] Training
- [x] Other: Technology

THE MENTOR TEACHER PROJECT

EAST LANSING, MICHIGAN

A project to help preservice teachers link their academic learning to everyday classroom situations through the extensive use of field experiences and mentor teachers.

Level of Schooling

- ☐ Early Childhood
- ■ Elementary
- ■ Secondary
- ☐ Other: _____

Program Length for Participants

- ☐ One Semester
- ☐ One Year
- ■ Two Years
- ☐ More Than Two Years
- ☐ Ongoing

Program Focus

- ■ Professional Studies
- ☐ Liberal Studies
- ■ Student Teaching
- ☐ First Year of Teaching
- ☐ Alternative Certification
- ☐ Other: _____

Program Components

- ■ Revised Course Content
- ■ Revised Course Process
- ■ Cooperating Teacher/ Mentor
- ☐ Demonstration School/ Classroom
- ☐ Recruitment/Selection
- ☐ Assessment System
- ☐ Other: _____

Program Content

The project is a three-way modification of the university's Academic Learning Teacher Education (ALTE) program that facilitates a conceptual link between research and classroom experience. First, the field component, based on research on preservice teacher education, uses collaborating mentor teachers to oversee students' field experiences for a two year period. Second, two foundational research courses are presented in the first year so that student field experience in the second year starts with a thorough knowledge of research evidence and its implications for teaching. The primary research base is that of conceptual change and the learning of academic subject matter. Third, mentor teachers and university faculty collaborate on the development and integration of student-specific sequences of field tasks and program courses.

Instructional Processes

Each student's set of field tasks is spread across two school years and integrated with the one or two professional courses taken each term. Tasks may be connected with the ALTE program's learning or curriculum course, with science methods courses for elementary education students, or with English, mathematics, science or social studies methods courses for secondary education students. Field tasks are carried out in a mentor's classroom and are evaluated by an academic learning faculty member.

Features of the Project's Collaboration with Schools

Project staff collaborate closely with mentor teachers in the integration of field assignments with the academic learning courses. The field experiences are supervised jointly by the mentor teacher and university instructor. Specific field tasks for student teachers are proposed to mentor teachers by university instructors. Instructors discuss tasks with

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mentors, reconcile plans for the assignment's implementation, and provide mentors with selected readings for research. Faculty/mentor review meetings are held two to four times each term to discuss the research base of the program and means of helping students to implement program goals in the classroom context. Some mentors also work with the university as guest lecturers, teaching assistants, and student seminar leaders.

Features of the Project's Work within the University

Coordination occurs between academic departments and the ALTE program to integrate research on teaching and learning with knowledge in specific academic areas. Collaboration between project staff, mentors, and ALTE program faculty has resulted in revised content in both teaching methods courses and subject area courses. Project staff meet regularly with university faculty to share mentor concerns following the mentor review meetings, and with faculty and administrators to plan and modify teacher training curricula.

Intended Outcomes

As a result of their participation in the project, preservice teachers will apply their academic learning to everyday classroom situations. They will know the research on conceptual change and implications for classroom practice. Mentor teachers will know the research on teaching and apply it in their classrooms, increasing their skill in mentoring preservice teachers in ways compatible with the conceptual change orientation of the program. The project will also institutionalize links between preservice teacher coursework and field experiences afforded by local schools.

Products

The primary product is a set of revised course syllabi for seven teacher education courses, each containing an integrated set of field experiences.

Special Features

- ☐ Technology Focus
- ☐ Science Focus
- ☐ Multicultural
- ☐ Urban
- ☐ Rural
- ☐ Other: _____

Program Orientation

- ☐ Problem Solving/ Reflective Inquiry
- ☐ Teaching Skill Development
- ☐ Teacher Decision Making
- ☐ Supervision
- ■ Other: Learning as conceptual change

Target Group

- ■ Preservice Teachers
- ☐ Beginning Teachers
- ☐ Insevice Teachers
- ☐ College Faculty
- ☐ Principals

Primary Research Base

- ☐ Teacher Effectivenss
- ☐ School Effectiveness
- ■ Cognitive Science
- ☐ Adult Development
- ■ Teacher Knowledge
- ☐ Professional Development
- ■ Teacher Education
- ☐ Training
- ☐ Other: _____

UTAH ELEMENTARY SCIENCE TEACHER IMPROVEMENT PROJECT

LOGAN, UTAH

A research-based program designed to improve science teaching in the elementary schools.

Level of Schooling

- ☐ Early Childhood
- ■ Elementary
- ☐ Secondary
- ☐ Other: _____

Program Length for Participants

- ■ One Semester
- ☐ One Year
- ☐ Two Years
- ☐ More Than Two Years
- ☐ Ongoing

Program Focus

- ■ Professional Studies
- ☐ Liberal Studies
- ☐ Student Teaching
- ☐ First Year of Teaching
- ☐ Alternative Certification
- ☐ Other: _____

Program Components

- ■ Revised Course Content
- ■ Revised Course Process
- ☐ Cooperating Teacher/ Mentor
- ☐ Demonstration School/ Classroom
- ☐ Recruitment/Selection
- ☐ Assessment System
- ☐ Other: _____

Program Content

This program constitutes the science methods course component of a five-part teacher education program called SODIA. A five-credit course replacing the traditional three-credit course, it is based on research in science education and teacher knowledge of content areas. The course begins by pretesting students in four science content areas and science process skills, providing remediation, where appropriate, through computer-mediated instruction. Attitudes towards science are assessed, and special attention by an instructor is given where needed. A unit on science and technology and their impacts on society is included. Teaching principles, skills and methods; introduction to exemplary science curricula; and a teaching practicum complete the content of the new course.

Instructional Processes

This project utilizes a wide variety of instructional processes, including the use of videotapes and computer-mediated instruction, instructor counseling, student self-assessment and remediation, lecture, demonstration, discussion, case studies, and an extended practicum. The use of new technologies is incorporated in several instances: for student self-assessment and record-keeping; for remediation of science content knowledge and process where needed; and to introduce the student to the Utah Elementary Science Resource Guide. The practicum provides the student with the opportunity to teach a series of science lessons in an elementary or middle school classroom under a contract with a cooperating portal school teacher. A final activity, a convocation, gives the student an opportunity to organize and conduct a set of learning experiences for gifted students.

Features of the Project's Collaboration with Schools

The project uses its Utah State University Science Education Advisory Council as the official mechanism to involve the 19 collaborating school districts in development and implementation activities. The group reviews project

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documents, including evaluation reports, and makes recommendations for changes. In addition, elementary science teacher-leaders are trained during the summer to become cooperating teachers and convocation consultants.

Features of the Project's Work Within the University

The project has a particularly strong link with faculties of the Colleges of Science and Education. They have met together as an advisory group since 1983, when the university first initiated changes in the preparation of science teachers. Formally constituted as the Utah State University Science Education Advisory Council, the group includes both deans and faculty representation from all the science and education departments. In addition to their participation as advisors, science faculty contribute approximately 24 contact hours to the program each term.

Intended Outcomes

The project will have impact on preservice teachers' knowledge of science content; science process skills; attitude toward science; and teaching ability. These outcomes will be documented through test results in the areas listed. Data will be available comparing the performance of students in the new program and that of students in the previous program.

Products

Products resulting from this project include a course teacher's guide with pre- and post-tests and curriculum materials; a student manual; and a guide to curriculum development.

Special Features

- [x] Technology Focus
- [x] Science Focus
- [ ] Multicultural
- [ ] Urban
- [ ] Rural
- [ ] Other: _____

Program Orientation

- [ ] Problem Solving/ Reflective Inquiry
- [x] Teaching Skill Development
- [ ] Teacher Decision Making
- [ ] Supervision
- [ ] Other: _____

Target Group

- [x] Preservice Teachers
- [ ] Beginning Teachers
- [ ] Insevice Teachers
- [ ] College Faculty
- [ ] Principals

Primary Research Base

- [ ] Teacher Effectivenss
- [ ] School Effectiveness
- [ ] Cognitive Science
- [ ] Adult Development
- [x] Teacher Knowledge
- [ ] Professional Development
- [ ] Teacher Education
- [ ] Training
- [x] Other: Science Education

SECTION V

Field Settings that Support Teacher Development

The primary focus of these projects is to develop school settings where preservice and inservice teachers can be supported in their professional development. The projects enhance the capacity of teachers and, in some cases, principals to participate fully in training, supervising and/or supporting preservice, beginning and inservice teachers. Some projects focus on supervision strategies; others on school leadership; still others on the development of demonstration classrooms where new teaching strategies and approaches can be learned. Note that while many projects found in other sections have strong field components, the projects included in this section have their major emphasis on developing school settings.

THE CLINICAL CLASSROOM PROJECT

COLLEGE PARK, MARYLAND

A cadre of clinical classrooms across the state where preservice and beginning teachers can learn three research-based teaching models or processes.

Level of Schooling

- ☐ Early Childhood
- ■ Elementary
- ■ Secondary
- ☐ Other: _____

Program Length for Participants

- ☐ One Semester
- ☐ One Year
- ☐ Two Years
- ☐ More Than Two Years
- ■ Ongoing

Program Focus

- ■ Professional Studies
- ☐ Liberal Studies
- ☐ Student Teaching
- ■ First Year of Teaching
- ☐ Alternative Certification
- ☐ Other: _____

Program Components

- ☐ Revised Course Content
- ☐ Revised Course Process
- ☐ Cooperating Teacher/ Mentor
- ■ Demonstration School/ Classroom
- ☐ Recruitment/Selection
- ☐ Assessment System
- ☐ Other: _____

Program Content

Based on research on classroom teaching and teacher training, this project has established 12 clinical classrooms in regular K-12 schools and in colleges of education. Each classroom provides a setting for observation and analysis of three research-based teaching models by groups of preservice or beginning teachers. The models are: mastery teaching, classroom management and cooperative learning. The skills and behaviors associated with each of the models are delineated and demonstrated in all the clinical classrooms.

Instructional Processes

The process for observation and analysis derives from Joyce and Showers' "Learning to Teach" model which identifies four components for learning a new approach: (1) knowing the theory and rationale behind the approach, (2) observing models and demonstrations of the approach, (3) practicing and receiving feedback on the approach, and (4) "coaching"--practicing and receiving feedback in the real classroom setting. Preservice and beginning teachers observe in the Clinical Classroom and seminar with the Clinical Teacher. The Clinical Teacher can be invited into the preservice class. The preservice teachers view the Clinical Teacher on edited videotapes and then the Clinical Teacher seminars with the group.

Preservice and beginning teachers enter the Clinical Classroom at three levels of sophistication, depending on their extent of familiarity and experience with a particular teaching model. At each level they follow a sequence of pre-observation, observation, and post-observation which varies in the amount of information conveyed (high in Level 1, low in Level 3) and the amount of actual practice involved (high in Level 3, low in Level 1). Coaching wheels provide the framework for all discussion and observations; they are a device designed to facilitate conceptual development and provide a common language for participants to focus the analysis and reflection on teaching.

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Features of the Project's Collaboration with Schools

The project involves seven school districts, four institutions of higher education, and the Maryland State Department of Education, which work closely together to develop, implement, and maintain the demonstration program. An Advisory Group including seven LEA representatives provides project direction and oversight. The Steering Committee containing representatives of each LEA and the ten Clinical Classroom teachers meets frequently to review project plans.

Intended Outcomes

As a result of participation in this project, preservice and beginning teachers will know the research base and strategies for three teaching models; will be able to use the models in classrooms; and will demonstrate analytical and reflection skills related to research-based teaching. In addition, a set of Clinical Classrooms will exist to support preservice and first year teacher education programs.

Products

The primary product of this project is a set of research syntheses, videotaped demonstrations, workshop designs, and coaching wheels for each of three research-based teaching models.

Special Features

- ☐ Technology Focus
- ☐ Science Focus
- ☐ Multicultural
- ☐ Urban
- ☐ Rural
- ☐ Other: _____

Program Orientation

- ■ Problem Solving/ Reflective Inquiry
- ■ Teaching Skill Development
- ■ Teacher Decision Making
- ☐ Supervision
- ☐ Other: _____

Target Group

- ■ Preservice Teachers
- ■ Beginning Teachers
- ☐ Insevice Teachers
- ☐ College Faculty
- ☐ Principals

Primary Research Base

- ■ Teacher Effectivenss
- ☐ School Effectiveness
- ☐ Cognitive Science
- ☐ Adult Development
- ☐ Teacher Knowledge
- ☐ Professional Development
- ☐ Teacher Education
- ■ Training
- ☐ Other: _____

A COLLABORATIVE APPROACH TO LEADERSHIP IN SUPERVISION

DURHAM, ROLLINSFORD, AND SOMERSWORTH, NEW HAMPSHIRE

An effort to develop, refine, and extend the repertoire of supervisory skills and strategies of principals and teachers working with preservice teachers and with one another.

Level of Schooling

- ☐ Early Childhood
- ☐ Elementary
- ☐ Secondary
- ☐ Other: _____

Program Length for Participants

- ☐ One Semester
- ☐ One Year
- ☐ Two Years
- ☐ More Than Two Years
- ■ Ongoing

Program Focus

- ■ Professional Studies
- ☐ Liberal Studies
- ☐ Student Teaching
- ☐ First Year of Teaching
- ☐ Alternative Certification
- ■ Other: Internship

Cooperating Teachers
Principal Leadership

Program Components

- ☐ Revised Course Content
- ☐ Revised Course Process
- ■ Cooperating Teacher/ Mentor
- ☐ Demonstration School/ Classroom
- ☐ Recruitment/Selection
- ☐ Assessment System
- ☐ Other: _____

Program Content

In this project, participating teachers and principals are introduced to three areas of research as they apply to the responsibility of supervision: adult development stage theory, alternative models of supervision, and collaborative (action) research. Project participants develop knowledge of the stages of adult development and alternative supervisory models which can be matched to the developmental stages of preservice teachers or peers. Principals use their new learnings with teachers as part of their role as instructional leaders; teachers use their learnings to supervise university fifth-year interns, student teachers, peers, or sophomores participating in an exploring teaching course. Principals and teachers may also develop collaborative research projects that extend the applications of research knowledge and contribute to understanding the project's impact.

Instructional Processes

Each school has their own Teacher Supervision Group and develops a model of ongoing supervision to support the university's preservice teachers. Two generic models of supervision are being used. One school uses a differentiated supervision model with one cooperating teacher having responsibility for coordinating intern supervision within the school and between the school and university. Another school uses an egalitarian supervision model with all teachers responsible for their own interns, sharing responsibility for intern seminars and linking with the university. Each school's teacher/principal group meets regularly with project staff to discuss supervision and share application of their learnings. In addition, joint meetings of the interns and their cooperating teachers are held in each school to create a support network for both interns and teachers.

Features of the Project's Collaboration with Schools

The project director is a teacher consultant in the district, officing in a participating school. Teachers and principals serve on the Task Force for Improved Supervision with

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responsibility for the identification of supervisory competencies and the development of school-based models for supervision. Participating teachers are involved fully in all aspects of the project, including national dissemination.

Features of the Project's Collaboration within the University

The university is directly involved in the project through the participation of the director of field placement and university faculty on the Task Force on Improved Supervision. In addition, the project's Principal Investigator serves on the University Teacher Education Committee, linking the project with other activities of the teacher education faculty.

Intended Outcomes

As a result of participation in this project, cooperating teachers and principals will know relevant research in the areas of adult development, supervision, and collaborative action research; be able to match appropriate supervisory strategies to individual stages of development; and be able to apply collaborative action research processes to school-based projects. In addition, there will be a school-university network to institutionalize project processes and goals.

Products

A primary product of the project is an instrument for assessing supervisory competencies that is differentiated into competencies in adult development, instructional leadership and collaboration. The instrument can be used as a self-assessment tool for supervising teachers as well as a means of monitoring the practices of supervisors.

Special Features

- ☐ Technology Focus
- ☐ Science Focus
- ☐ Multicultural
- ☐ Urban
- ☐ Rural
- ■ Other: Action Research

Program Orientation

- ☐ Problem Solving/ Reflective Inquiry
- ☐ Teaching Skill Development
- ☐ Teacher Decision Making
- ■ Supervision
- ☐ Other: _____

Target Group

- ■ Preservice Teachers
- ☐ Beginning Teachers
- ■ Insevice Teachers
- ☐ College Faculty
- ■ Principals

Primary Research Base

- ☐ Teacher Effectivenss
- ☐ School Effectiveness
- ☐ Cognitive Science
- ■ Adult Development
- ☐ Teacher Knowledge
- ■ Professional Development
- ☐ Teacher Education
- ☐ Training
- ■ Other: Supervision

ENHANCING THINKING SKILLS

WEST LAFAYETTE, INDIANA

A collaborative effort with social studies teachers in a small school system to implement an instructional model which will enhance thinking skills.

Level of Schooling

- ☐ Early Childhood
- ■ Elementary
- ■ Secondary
- ☐ Other: _____

Program Length for Participants

- ☐ One Semester
- ☐ One Year
- ☐ Two Years
- ☐ More Than Two Years
- ■ Ongoing

Program Focus

- ■ Professional Studies
- ☐ Liberal Studies
- ■ Student Teaching
- ☐ First Year of Teaching
- ☐ Alternative Certification
- ■ Other: Inservice Teaching

Program Components

- ■ Revised Course Content
- ■ Revised Course Process
- ☐ Cooperating Teacher/ Mentor
- ■ Demonstration School/ Classroom
- ☐ Recruitment/Selection
- ☐ Assessment System
- ☐ Other: _____

Program Content

This project is designed to develop school settings where future teachers can observe and practice instructional strategies which enhance the thinking skills of students. Based on research in cognitive psychology and instruction, the project's instructional model has four components. Confrontations introduce problems and issues that are open to a variety of interpretations. Transitional queries prompt students to move toward general explanatory concepts. Responsive resources, assembled by the teacher, are used by students to pursue their investigations. Personalized planning provides opportunities for students to pursue their inquiries individually and in unique ways. Social studies teachers use the components of the model to develop and conduct demonstration lessons, which are a source of their own staff development, the focus of instructional supervision by the principal, and an opportunity for preservice teachers to observe instruction aimed at increasing the thinking skills of students.

Instructional Processes

Social studies teachers, organized by grade levels, work together to develop inquiry units, termed demonstration lessons, which emphasize critical thinking skills. Teachers develop lesson plans according to a six-step planning format with criteria established by the project. Each plan is reviewed by the principal and project staff before delivery in the classroom. Demonstration lessons are observed by university personnel and critical feedback given to teachers. Preservice teacher observers and student teachers are placed with teachers in the program who demonstrate facility in using the instructional model.

Features of the Project's Collaboration with Schools

The project is a collaboration between Purdue and the Twin Lakes School District in Monticello, Indiana. Twenty social studies teachers in grades five through twelve and administrative staff are actively involved. A "nuclear" planning group comprised of the superintendent, six

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building principals, chairs of the social studies departments, and the project directors meet regularly to plan and evaluate the project. The university's secondary social studies methods class meets at the Monticello site immediately after school so that student observers, teachers, and university professors can reflect together on the teaching strategies which have been observed. This results in a strong bond between the university and the school district, creating new roles for public school teachers in teacher preparation.

Features of the Project's Work within the University

The project's advisory group includes faculty from philosophy and psychology. Professors of history contribute to the methods course. Additionally, plans are being made to broaden the on-site methods course to include science and language arts representatives from the elementary preparation programs. A member of the education administration faculty works closely with the project, developing a case study of planned educational innovation around the project.

Intended Outcomes

As a result of participating in this program, preservice and inservice teachers will develop and present lessons to students that use the four components of the project's research-based instructional model. In addition, it is intended that students will exhibit a higher level of thinking than students not instructed according to the model.

Products

One product is the Planning Sheet for development of demonstration lessons that incorporate the instructional model's four components. A twenty-seven minute videotape has been developed which shows a teacher planning a lesson using strategies suggested by the model and conducting the lesson with a sixth grade social studies class. In addition, the project has developed several measures of student thinking processes for use in social studies.

Special Features

- ☐ Technology Focus
- ☐ Science Focus
- ☐ Multicultural
- ☐ Urban
- ☐ Rural
- ■ Other: Thinking Skills, Social Studies

Program Orientation

- ☐ Problem Solving/ Reflective Inquiry
- ☐ Teaching Skill Development
- ☐ Teacher Decision Making
- ☐ Supervision
- ☐ Other: _____

Target Group

- ☐ Preservice Teachers
- ☐ Beginning Teachers
- ☐ Insevice Teachers
- ☐ College Faculty
- ☐ Principals

Primary Research Base

- ■ Teacher Effectivenss
- ☐ School Effectiveness
- ■ Cognitive Science
- ☐ Adult Development
- ☐ Teacher Knowledge
- ☐ Professional Development
- ☐ Teacher Education
- ■ Training
- ☐ Other: _____

TRAINING PRINCIPALS TO BECOME TEACHER EDUCATORS

LOUISVILLE, KENTUCKY

A project to develop middle school principals for their roles as leaders in professional development schools.

Level of Schooling

- ☐ Early Childhood
- ☐ Elementary
- ☐ Secondary
- ■ Other: Middle

Program Length for Participants

- ☐ One Semester
- ☐ One Year
- ■ Two Years
- ☐ More Than Two Years
- ☐ Ongoing

Program Focus

- ☐ Professional Studies
- ☐ Liberal Studies
- ■ Student Teaching
- ☐ First Year of Teaching
- ☐ Alternative Certification
- ■ Other: Principal Leadership

Program Components

- ■ Revised Course Content
- ■ Revised Course Process
- ■ Cooperating Teacher/ Mentor
- ■ Demonstration School/ Classroom
- ☐ Recruitment/Selection
- ☐ Assessment System
- ☐ Other: _____

Program Content

This project focuses on the development of new concepts and practices of school leadership, linked to new forms of preparation and continuing development of teachers. According to the "new" management literature, effective leaders emphasize innovation, support risk taking, establish norms and values through modeling, develop clear goals, and motivate others through shared decision making. Principals participate in seminars on this literature, also incorporating teaching and effective schools research. Principals also engage in action research focused on a selected aspect of their school leadership. Teachers are also involved in action research study groups where they become more reflective about their practice. An additional component focuses on the recruitment of student teachers, developing procedures for shifting the primary responsibility for this to teachers.

Instructional Processes

Half-day, monthly seminars for principals focus on readings from the "new" management literature. They use these new understandings in action research teams which include a university member and a member of the Gheens Professional Development Academy. Principals specify their topics, aspects of their leadership aimed at school improvement. The academy team member locates relevant research. The university team member interviews the principal regularly to help process the data being collected and consider the implications.

An Action Research Study Group of middle school teachers guided by project staff meets biweekly to pursue studies of common interest. Individually and in groups the teachers identify questions about their own teaching, develop appropriate research methods, and conduct their studies. In the process they read research relevant to their topics as well as research on writing to help them communicate their learnings.

To better recruit student teachers, teaching teams within the schools consider possible roles for student teachers,

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they develop formal position statements to communicate to prospective student teachers, and they participate in the selection process.

Features of the Project's Collaboration with Schools and Within the University

This project is a component of an extensive collaborative effort between the university and the Jefferson County Public Schools (JCPS). Operating within the context of two collaborative structures, the JCPS/Gheens Professional Development Academy and the University Center for Collaborative Advancement of Teaching, the project is part of an extensive reform effort aimed at improving strategies for teacher and administrator education and school improvement. The primary overlapping objective of the Academy and the Center to which this project is directed is the establishment of 15-20 professional development schools which will become exemplars of high quality educational practice and systematic induction. Advisory committees for the Center and the Academy include school administrators, teachers, and university faculty members. A planning committee incorporates the administration and teachers in the Jefferson County Schools.

Intended Outcomes

The major outcome will be the establishment of 15-25 professional development schools with a dual mission: exemplary educational practice aimed at student success and exemplary induction systems for teachers and administrators. These schools will also have commitments to continuing professional education and research and development programs.

Products

Products include papers on the implications of management literature for educational leadership, the nature of school-university collaboration, and the link between public school and teacher education reform. Sets of student teacher job descriptions are also available as are practical strategies for building school cultures and leadership.

Special Features

- ☐ Technology Focus
- ☐ Science Focus
- ☐ Multicultural
- ■ Urban
- ☐ Rural
- ☐ Other: _____

Program Orientation

- ☐ Problem Solving/ Reflective Inquiry
- ☐ Teaching Skill Development
- ■ Teacher Decision Making
- ☐ Supervision
- ■ Other: Leadership development

Target Group

- ■ Preservice Teachers
- ☐ Beginning Teachers
- ■ Insevice Teachers
- ■ College Faculty
- ■ Principals

Primary Research Base

- ■ Teacher Effectivenss
- ■ School Effectiveness
- ☐ Cognitive Science
- ☐ Adult Development
- ☐ Teacher Knowledge
- ■ Professional Development
- ■ Teacher Education
- ☐ Training
- ■ Other: Management Change

THE UNIVERSITY OF ARIZONA COOPERATING TEACHER PROJECT

TUCSON, ARIZONA

A project focusing on the selection and training of cooperating teachers to improve the student teaching experience.

Level of Schooling

- ☐ Early Childhood
- ■ Elementary
- ■ Secondary
- ☐ Other: _____

Program Length for Participants

- ■ One Semester
- ☐ One Year
- ☐ Two Years
- ☐ More Than Two Years
- ☐ Ongoing

Program Focus

- ☐ Professional Studies
- ☐ Liberal Studies
- ■ Student Teaching
- ☐ First Year of Teaching
- ☐ Alternative Certification
- ■ Other: Cooperating Teacher

Program Components

- ☐ Revised Course Content
- ☐ Revised Course Process
- ■ Cooperating Teacher/ Mentor
- ☐ Demonstration School/ Classroom
- ■ Recruitment/Selection
- ☐ Assessment System
- ☐ Other: _____

Program Content

This project is based on research which refers to cooperating teachers as the major factor in helping student teachers understand what it means to teach. Specifically, the project focuses on improving the selection and training of cooperating teachers. Selection procedures and criteria developed by the project result in cooperating teachers who demonstrate effective teaching skills and willingness to reflect upon the process of teaching. In a special course they use recent research to help them analyze their craft and reflect on what it means to teach. The course incorporates teacher thinking, classroom management and effective teaching, student cognition and motivation, and clinical supervision. In addition, the project has developed a clinical teacher corps drawn from the cooperating teachers. These teachers assist in the preservice preparation of teachers on an ongoing basis by providing small group problem-solving seminars for student teachers. Using videotapes of student teachers, the seminars focus on common pedagogical problems encountered by novice teachers.

Instructional Processes

The selection process incorporates self-ratings by the cooperating teacher candidates, writing by candidates, ratings by principals, structured interviews and observations. The cooperating teacher course builds collegiality among candidates, allowing them to consider their own teaching in light of research on effective teaching, student learning and teacher education, and implications for the supervision of student teachers. Participants hear about and discuss research with experts in the field. They view videotapes of student teachers doing difficult classroom tasks, analyze them and role play their responses.

Features of the Project's Collaboration with Schools

The Cooperating Teacher Task Force, the vehicle for collaboration between the university and area schools,

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contains university and school representatives, including central office staff, administrators, assistant supervisors, school principals, and teachers. This group studies and solves problems regarding student teaching, utilizing the strengths of its various members. The group designed the selection criteria for cooperating teachers, developed the course in which those teachers participate, and developed plans for the clinical teacher corps.

Features of the Project's Work within the University

Experts from within the university serve as resource people by presenting current research to the Task Force. The university members of the Task Force are drawn from the various faculties which place student teachers. The student teaching program, which had formerly resided with these separate faculties, has been consolidated into one office, thus providing consistent expectations, more effective monitoring, and improved communication with the rest of the university.

Intended Outcomes

As a result of their participation in this program, cooperating teachers will have increased knowledge of research on teaching and related areas, and have enhanced skills in clinical supervision; the university will have a rigorous, tested procedure for selecting cooperating teachers; and a clinical teacher corps will link the university's teacher education program and the field experiences available in surrounding schools.

Products

The primary products of the project are (1) the validated selection procedures by which cooperating teachers are chosen and (2) the program of study designed to train and foster development of cooperating teachers. The latter includes a series of videotapes of student teachers which can be used as case studies of teaching performance.

Special Features

- ☐ Technology Focus
- ☐ Science Focus
- ☐ Multicultural
- ☐ Urban
- ☐ Rural
- ☐ Other: _____

Program Orientation

- ■ Problem Solving/ Reflective Inquiry
- ■ Teaching Skill Development
- ■ Teacher Decision Making
- ■ Supervision
- ☐ Other: _____

Target Group

- ■ Preservice Teachers
- ☐ Beginning Teachers
- ■ Inservice Teachers
- ☐ College Faculty
- ☐ Principals

Primary Research Base

- ■ Teacher Effectiveness
- ☐ School Effectiveness
- ☐ Cognitive Science
- ☐ Adult Development
- ☐ Teacher Knowledge
- ☐ Professional Development
- ■ Teacher Education
- ☐ Training
- ☐ Other: _____